

# Data User's Guide



# 2010 School Health Profiles Report

## Data User's Guide

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## I. Data Cleaning and Editing

This section describes the data cleaning and editing procedures for principal and teacher raw data sets.

After the questionnaires are scanned, Profiles data are edited to account for missing data and to enforce logical consistency among variables. The following sections explain the missing value codes assigned to the data, the logic with which they are assigned, and the consistency checks applied to each of the principal and teacher data sets.

### 1. Missing Value Codes

The scanned principal and teacher Profiles files are both edited using the following missing value codes. The codes are named as such based on SAS naming conventions.

<b>.A</b>	Indicates that the question was correctly skipped.
<b>.B</b>	Indicates that the question should have been skipped but incorrectly contained a response.
<b>.C</b>	Indicates that the question should have been answered but was incorrectly skipped.
<b>.D</b>	Indicates that the question contained invalid data such as more than one response, a stray mark, or some other situation that the scanner could not interpret.
<b>.E</b>	Indicates that it cannot be determined whether a question response should be present or not. This occurs if a previous skip control question is missing for some reason.
<b>.F</b>	Indicates that the question response is logically inconsistent with another question response. Both responses are set to .F.
<b>.G</b>	Indicates that for Mark All That Apply questions, the question response is logically inconsistent with another question response. Both responses are set to .G.
<b>.H</b>	Indicates that for Mark All That Apply questions, the question response is left blank.

The missing value codes are assigned based on the logic found in the following sections.

### 2. Data Edits

#### *a. Principal Questions*

Principal questions are recoded to one of the missing value types according to the following logic:

**Question 5 skips** – If question 5 is ‘b’, question 6 will be recoded to .A or .B. If question 5 is blank or invalid, question 6 will be recoded to .E.

**Question 13 skips** – If question 13 is ‘b’, questions 14 and 15 will be recoded to .A or .B. If question 13 is blank or invalid, questions 14 and 15 will be recoded to .E.

**Question 20 skips** – If question 20 is ‘b’, questions 21 through 26 will be recoded to .A or .B. If question 20 is blank or invalid, questions 21 through 26 will be recoded to .E.

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**Question 34 skips** – If question 34 is 'b', questions 35 and 36 will be recoded to .A or .B. If question 34 is blank or invalid, questions 35 and 36 will be recoded to .E.

**Question 45 skips** – If question 45 is 'b', questions 46 and 47 will be recoded to .A or .B. If question 45 is blank or invalid, questions 46 and 47 will be recoded to .E.

Next, any remaining blanks are recoded to .C, and any invalid responses (2 or more responses per category) are recoded to .D for all of the questions.

### ***b. Teacher Questions***

Teacher questions are recoded to one of the missing value types according to the following logic:

**Question 1 skips** – If question 1 is 'a', questions 2 and 3 will be recoded to .A if the item was left blank, or .B if the item was answered. If question 1 is blank or invalid, questions 2 and 3 will be recoded to .E.

Next, any remaining blanks are recoded to .C, and any invalid responses (2 or more responses per category) are recoded to .D for all of the questions.

## **3. Logical Consistency Edits**

### ***a. Principal Questions***

After the missing value codes .A-.E are assigned to the principal scanned data, the following **consistency checks (1)** are run, changing both responses that cause an inconsistency to .G:

1. If Q42a = 1 and Q42b = 1  
or Q42c = 1  
or Q42d = 1  
or Q42e = 1  
or Q42f = 1  
or Q42g = 1

Then, for Mark All That Apply responses only (Q42), any remaining blanks are recoded to .H.

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### *b. Teacher Questions*

After the missing value codes .A-.E are assigned to the teacher scanned data, the following **consistency checks (1-41)** are run, checking all conditions once, and then afterwards changing both responses that cause an inconsistency to .F.

1.	If Q2a=3 and Q2b=3 and Q2c=3 and	Q9a_1 = 1 or 2
	or	Q9b_1 = 1 or 2
	or	Q9c_1 = 1 or 2
	or	Q9d_1 = 1 or 2
	or	Q9e_1 = 1 or 2
	or	Q9f_1 = 1 or 2
	or	Q9g_1 = 1 or 2
	or	Q9h_1 = 1 or 2
	or	Q9i_1 = 1 or 2
	or	Q9j_1 = 1 or 2
	or	Q9k_1 = 1 or 2
	or	Q9l_1 = 1 or 2
	or	Q9m_1 = 1 or 2
	or	Q9n_1 = 1 or 2
	or	Q9o_1 = 1 or 2
	or	Q9p_1 = 1 or 2
	or	Q9q_1 = 1 or 2
2.	If Q2d = 3 and Q2e=3 and Q2f=3 and Q2g=3 and	Q9a_2 = 1 or 2
	or	Q9b_2 = 1 or 2
	or	Q9c_2 = 1 or 2
	or	Q9d_2 = 1 or 2
	or	Q9e_2 = 1 or 2
	or	Q9f_2 = 1 or 2
	or	Q9g_2 = 1 or 2
	or	Q9h_2 = 1 or 2
	or	Q9i_2 = 1 or 2
	or	Q9j_2 = 1 or 2
	or	Q9k_2 = 1 or 2
	or	Q9l_2 = 1 or 2
	or	Q9m_2 = 1 or 2
	or	Q9n_2 = 1 or 2
	or	Q9o_2 = 1 or 2
	or	Q9p_2 = 1 or 2
	or	Q9q_2 = 1 or 2

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3.	If Q9a_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
4.	If Q9b_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
5.	If Q9c_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
6.	If Q9d_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
7.	If Q9e_1 = 3 and or or	Q2a = 1 or Q2b = 1 or 2 Q2c = 1 or 2
8.	If Q9f_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
9.	If Q9g_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
10.	If Q9h_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
11.	If Q9i_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
12.	If Q9j_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
13.	If Q9k_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
14.	If Q9l_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
15.	If Q9m_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
16.	If Q9n_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
17.	If Q9o_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
18.	If Q9p_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2



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19.	If Q9q_1 = 3 and or or	Q2a = 1 or 2 Q2b = 1 or 2 Q2c = 1 or 2
20.	If Q9a_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
21.	If Q9b_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
22.	If Q9c_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
23.	If Q9d_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
24.	If Q9e_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
25.	If Q9f_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
26.	If Q9g_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
27.	If Q9h_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
28.	If Q9i_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
29.	If Q9j_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
30.	If Q9k_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2

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31.	If Q9l_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
32.	If Q9m_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
33.	If Q9n_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
34.	If Q9o_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
35.	If Q9p_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2
36.	If Q9q_2 = 3 and or or or	Q2d = 1 or 2 Q2e = 1 or 2 Q2f = 1 or 2 Q2g = 1 or 2

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37.	If Q7h = 2 and	Q10a = 1
	or	Q10b = 1
	or	Q10c = 1
	or	Q10d = 1
	or	Q10e = 1
	or	Q10f = 1
	or	Q10g = 1
	or	Q10h = 1
	or	Q10i = 1
	or	Q10j = 1
	or	Q10k = 1
	or	Q10 l = 1
	or	Q10m = 1
	or	Q10n = 1
38.	If Q7i = 2 and	Q11a = 1
	or	Q11b = 1
	or	Q11c = 1
	or	Q11d = 1
	or	Q11e = 1
	or	Q11f = 1
	or	Q11g = 1
	or	Q11h = 1
	or	Q11i = 1
	or	Q11j = 1
	or	Q11k = 1
	or	Q11l = 1
39.	If Q7m = 2 and	Q8a = 1
	or	Q8b = 1
	or	Q8c = 1
	or	Q8d = 1
	or	Q8e = 1
	or	Q8f = 1
	or	Q8g = 1
	or	Q8h = 1
	or	Q8i = 1
	or	Q8j = 1
	or	Q8k = 1
	or	Q8l = 1
	or	Q8m = 1
	or	Q8n = 1
	or	Q8o = 1

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40.	If Q7e = 2 and Q7f=2 and Q7j=2 and Q7k=2 and	Q9a_1 = 1
	or	Q9b_1 = 1
	or	Q9c_1 = 1
	or	Q9d_1 = 1
	or	Q9e_1 = 1
	or	Q9f_1 = 1
	or	Q9g_1 = 1
	or	Q9h_1 = 1
	or	Q9i_1 = 1
	or	Q9j_1 = 1
	or	Q9k_1 = 1
	or	Q9l_1 = 1
	or	Q9m_1 = 1
	or	Q9n_1 = 1
	or	Q9o_1 = 1
	or	Q9p_1 = 1
	or	Q9q_1 = 1
41.	If Q7e = 2 and Q7f=2 and Q7j=2 and Q7k=2 and	Q9a_2 = 1
	or	Q9b_2 = 1
	or	Q9c_2 = 1
	or	Q9d_2 = 1
	or	Q9e_2 = 1
	or	Q9f_2 = 1
	or	Q9g_2 = 1
	or	Q9h_2 = 1
	or	Q9i_2 = 1
	or	Q9j_2 = 1
	or	Q9k_2 = 1
	or	Q9l_2 = 1
	or	Q9m_2 = 1
	or	Q9n_2 = 1
	or	Q9o_2 = 1
	or	Q9p_2 = 1
	or	Q9q_2 = 1

Finally, for both principal and teacher data, any valid character data (including 'Not Applicable') is recoded to numeric data (A=1, B=2, and so on).

## **II. Derived Variable Specifications**

### **1. Principal Standard Variables**

Each standard question can be analyzed as a dichotomous variable. The dichotomous variables present the percentage of principals answering the predetermined response of interest (ROI). Principals answering the ROI are in the numerator. The denominator is either all principals or a subset of principals who have indicated in the current questionnaire that the school meets a certain criterion. These criteria include having a school health council, requiring physical education, or having adopted a particular policy. Principals must have provided valid data to be included in any dichotomous variable calculations. Principals with missing responses or who had their answers cleaned during consistency editing are not included. The dichotomous variable results are presented in the tables and graphs in your Profiles report.

The following table provides the question and response options for each survey variable and the derivation of its dichotomous variable. The numerator and the denominator of the dichotomous variable are defined below the survey variable. The summary text appearing in the title of the tables for each dichotomous variable is also listed. The threshold for reporting frequencies and percentages is provided. The thresholds for reporting depend on whether the result is reported by grade level category or for all schools and on whether there is a skip pattern that involves the question being processed. When the denominator frequency of the dichotomous variable is less than the threshold, data are suppressed for reporting.

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<p>Q1_1. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in physical activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q1_1 Denominator: Respondents who answered A or B for Q1_1 Summary text: Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in physical activity Variable label: School Health Index to assess physical activity Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q1_2. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in nutrition?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q1_2 Denominator: Respondents who answered A or B for Q1_2 Summary text: Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in nutrition Variable label: School Health Index to assess nutrition Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q1_3. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in tobacco-use prevention?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q1_3 Denominator: Respondents who answered A or B for Q1_3 Summary text: Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in tobacco-use prevention Variable label: School Health Index to assess tobacco-use prevention Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q1_4. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in asthma?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q1_4 Denominator: Respondents who answered A or B for Q1_4 Summary text: Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in asthma Variable label: School Health Index to assess asthma Threshold: All Schools=55 and By Grade Level=19</p>	

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<p>Q1_5. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in injury and violence prevention?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q1_5 Denominator: Respondents who answered A or B for Q1_5 Summary text: Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in injury and violence prevention Variable label: School Health Index to assess injury and violence prevention Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q2_1. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on health education?</p> <p>A. Yes B. No C. No SIP</p> <p>Numerator: Respondents that answered A for Q2_1 Denominator: Respondents that answered A, B, or C for Q2_1 Summary text: Percentage of schools with a School Improvement Plan that includes health-related goals and objectives on health education Variable label: SIP includes health education Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q2_2. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on physical education and physical activity?</p> <p>A. Yes B. No C. No SIP</p> <p>Numerator: Respondents that answered A for Q2_2 Denominator: Respondents that answered A, B, or C for Q2_2 Summary text: Percentage of schools with a School Improvement Plan that includes health-related goals and objectives on physical education and physical activity Variable label: SIP includes physical education and physical activity Threshold: All Schools=55 and By Grade Level=19</p>	

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<p>Q2_3. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on nutrition services and foods and beverages available at school?</p> <p>A. Yes B. No C. No SIP</p> <p>Numerator: Respondents that answered A for Q2_3 Denominator: Respondents that answered A, B, or C for Q2_3 Summary text: Percentage of schools with a School Improvement Plan that includes health-related goals and objectives on nutrition services and foods and beverages available at school Variable label: SIP includes nutrition services and foods and beverages available at school Threshold: All Schools=55 and By Grade Level=19</p>	<p>Q2_4. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on health services?</p> <p>A. Yes B. No C. No SIP</p> <p>Numerator: Respondents that answered A for Q2_4 Denominator: Respondents that answered A, B, or C for Q2_4 Summary text: Percentage of schools with a School Improvement Plan that includes health-related goals and objectives on health services Variable label: SIP includes health services Threshold: All Schools=55 and By Grade Level=19</p>	<p>Q2_5. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on mental health and social services?</p> <p>A. Yes B. No C. No SIP</p> <p>Numerator: Respondents that answered A for Q2_5 Denominator: Respondents that answered A, B, or C for Q2_5 Summary text: Percentage of schools with a School Improvement Plan that includes health-related goals and objectives on mental health and social services Variable label: SIP includes mental health and social services Threshold: All Schools=55 and By Grade Level=19</p>
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<p>Q2_6. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on healthy and safe school environment?</p> <p>A. Yes B. No C. No SIP</p> <p>Numerator: Respondents that answered A for Q2_6 Denominator: Respondents that answered A, B, or C for Q2_6 Summary text: Percentage of schools with a School Improvement Plan that includes health-related goals and objectives on healthy and safe school environment Variable label: SIP includes healthy and safe school environment Threshold: All Schools=55 and By Grade Level=19</p>	<p>Q2_7. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on family and community involvement?</p> <p>A. Yes B. No C. No SIP</p> <p>Numerator: Respondents that answered A for Q2_7 Denominator: Respondents that answered A, B, or C for Q2_7 Summary text: Percentage of schools with a School Improvement Plan that includes health-related goals and objectives on family and community involvement Variable label: SIP includes family and community involvement Threshold: All Schools=55 and By Grade Level=19</p>	<p>Q2_8. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on faculty and staff health promotion?</p> <p>A. Yes B. No C. No SIP</p> <p>Numerator: Respondents that answered A for Q2_8 Denominator: Respondents that answered A, B, or C for Q2_8 Summary text: Percentage of schools with a School Improvement Plan that includes health-related goals and objectives on faculty and staff health promotion Variable label: SIP includes faculty and staff health promotion Threshold: All Schools=55 and By Grade Level=19</p>
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<p><b>Q3_1.</b> The Child Nutrition and WIC Reauthorization Act of 2004 requires school districts participating in federally subsidized child nutrition programs (e.g., National School Lunch Program or School Breakfast Program) to establish a local school wellness policy. Is your school required to report to your district the number of minutes of physical education required in each grade?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q3_1
Denominator:	Respondents who answered A or B for Q3_1
Summary text:	Percentage of schools that are required to report the number of minutes of physical education required in each grade
Variable label:	Required to report the number of minutes of physical education required in each grade
Threshold:	All Schools=55 and By Grade Level=19
<p><b>Q3_2.</b> The Child Nutrition and WIC Reauthorization Act of 2004 requires school districts participating in federally subsidized child nutrition programs (e.g., National School Lunch Program or School Breakfast Program) to establish a local school wellness policy. Is your school required to report to your district the rates of student participation in school meal programs?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q3_2
Denominator:	Respondents who answered A or B for Q3_2
Summary text:	Percentage of schools that are required to report the rates of student participation in school meal programs
Variable label:	Required to report the rates of student participation in school meal programs
Threshold:	All Schools=55 and By Grade Level=19
<p><b>Q3_3.</b> The Child Nutrition and WIC Reauthorization Act of 2004 requires school districts participating in federally subsidized child nutrition programs (e.g., National School Lunch Program or School Breakfast Program) to establish a local school wellness policy. Is your school required to report to your district the revenue from sale of foods and beverages from school-sponsored fundraisers, vending machines, school stores, or a la carte lines in the school cafeteria?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q3_3
Denominator:	Respondents who answered A or B for Q3_3
Summary text:	Percentage of schools that are required to report the revenue from sale of foods and beverages from school-sponsored fundraisers, vending machines, school stores, or a la carte lines in the school cafeteria
Variable label:	Required to report the revenue from sale of foods and beverages from school-sponsored fundraisers, vending machines, school stores, or a la carte lines in the school cafeteria
Threshold:	All Schools=55 and By Grade Level=19

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Q3_4.	The Child Nutrition and WIC Reauthorization Act of 2004 requires school districts participating in federally subsidized child nutrition programs (e.g., National School Lunch Program or School Breakfast Program) to establish a local school wellness policy. Is your school required to report to your district the number of minutes of physical activity outside of physical education (e.g., classroom physical activity breaks, free time physical activity, or recess)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q3_4
Denominator:	Respondents who answered A or B for Q3_4
Summary text:	Percentage of schools that are required to report the number of minutes of physical activity outside of physical education (e.g., classroom physical activity breaks, free time physical activity, or recess)
Variable label:	Required to report the number of minutes of physical activity outside of physical education (e.g., classroom physical activity breaks, free time physical activity, or recess)
Threshold:	All Schools=55 and By Grade Level=19
Q4.	Currently, does someone at your school oversee or coordinate school health and safety programs and activities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q4
Denominator:	Respondents who answered A or B for Q4
Summary text:	Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities
Variable label:	Oversee school health/safety programs
Threshold:	All Schools=55 and By Grade Level=19
Q5.	Is there one or more than one group (e.g., a school health council, committee, or team) at your school that offers guidance on the development of policies or coordinates activities on health topics?
A.	Yes
B.	No → Skip to Question 7
Numerator:	Respondents who answered A for Q5
Denominator:	Respondents who answered A or B for Q5
Summary text:	Percentage of schools that have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Group that offers guidance on health topics
Threshold:	All Schools=55 and By Grade Level=19

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Q6_1. Are school administrators represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_1
Denominator:	Respondents who answered A or B for Q6_2
Variable label:	School administrators on health council
Summary text:	Percentage of schools that have school administrators represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	School administrators on health council
Threshold:	All Schools=37 and By Grade Level=10
Q6_2. Are health education teachers represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_2
Denominator:	Respondents who answered A or B for Q6_2
Summary text:	Percentage of schools that have health education teachers represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Health education teachers on health council
Threshold:	All Schools=37 and By Grade Level=10
Q6_3. Are physical education teachers represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_3
Denominator:	Respondents who answered A or B for Q6_3
Summary text:	Percentage of schools that have physical education teachers represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Physical education teachers on health council
Threshold:	All Schools=37 and By Grade Level=10

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<p>Q6_4. Is mental health or social services staff represented on any school health council, committee, or team?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q6_4
Denominator:	Respondents who answered A or B for Q6_4
Summary text:	Percentage of schools that have mental health or social services staff represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Mental health or social services staff on health council
Threshold:	All Schools=37 and By Grade Level=10
<p>Q6_5. Is nutrition or food service staff represented on any school health council, committee, or team?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q6_5
Denominator:	Respondents who answered A or B for Q6_5
Summary text:	Percentage of schools that have nutrition or food service staff represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Nutrition or food service staff on health council
Threshold:	All Schools=37 and By Grade Level=10
<p>Q6_6. Is health services staff (e.g., school nurse) represented on any school health council, committee, or team?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q6_6
Denominator:	Respondents who answered A or B for Q6_6
Summary text:	Percentage of schools that have health services staff (e.g., school nurse) represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Health services staff (e.g., school nurse) on health council
Threshold:	All Schools=37 and By Grade Level=10

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Q6_7. Is maintenance and transportation staff represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_7
Denominator:	Respondents who answered A or B for Q6_7
Summary text:	Percentage of schools that have maintenance and transportation staff represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Maintenance and transportation staff on health council
Threshold:	All Schools=37 and By Grade Level=10
Q6_8. Is technology staff represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_8
Denominator:	Respondents who answered A or B for Q6_8
Summary text:	Percentage of schools that have technology staff represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Technology staff on health council
Threshold:	All Schools=37 and By Grade Level=10
Q6_9. Is library/media center staff represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_9
Denominator:	Respondents who answered A or B for Q6_9
Summary text:	Percentage of schools that have library/media center staff represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Library/media center staff on health council
Threshold:	All Schools=37 and By Grade Level=10

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Q6_10. Is student body represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_10
Denominator:	Respondents who answered A or B for Q6_10
Summary text:	Percentage of schools that have student body represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Student body on health council
Threshold:	All Schools=37 and By Grade Level=10
Q6_11. Are parents or families of students represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_11
Denominator:	Respondents who answered A or B for Q6_11
Summary text:	Percentage of schools that have parents or families of students represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Parents or families of students on health council
Threshold:	All Schools=37 and By Grade Level=10
Q6_12. Are community members represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_12
Denominator:	Respondents who answered A or B for Q6_12
Summary text:	Percentage of schools that have community members represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Community members on health council
Threshold:	All Schools=37 and By Grade Level=10

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Q6_13.	Are local health departments, agencies, or organizations represented on any school health council, committee, or team?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_13
Denominator:	Respondents who answered A or B for Q6_13
Summary text:	Percentage of schools that have local health departments, agencies, or organizations represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Local health departments, agencies, or organizations on health council
Threshold:	All Schools=37 and By Grade Level=10
Q6_14.	Are faith-based organizations represented on any school health council, committee, or team?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_14
Denominator:	Respondents who answered A or B for Q6_14
Summary text:	Percentage of schools that have faith-based organizations represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Faith-based organizations on health council
Threshold:	All Schools=37 and By Grade Level=10
Q6_15.	Are businesses represented on any school health council, committee, or team?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_15
Denominator:	Respondents who answered A or B for Q6_15
Summary text:	Percentage of schools that have businesses represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Businesses on health council
Threshold:	All Schools=37 and By Grade Level=10



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Q6_16. Are local government agencies represented on any school health council, committee, or team?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6_16
Denominator:	Respondents who answered A or B for Q6_16
Summary text:	Percentage of schools that have local government agencies represented on any school health council, committee, or team*
Footnote:	*Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Local government agencies on health council
Threshold:	All Schools=37 and By Grade Level=10
Q7_1. Are any school staff required to receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on HIV, STD, or pregnancy prevention issues and resources for ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth)	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_1
Denominator:	Respondents who answered A or B for Q7_1
Summary text:	Percentage of schools that require any school staff to receive professional development on HIV, STD, or pregnancy prevention issues and resources for ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth)
Variable label:	Required professional development for ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth)
Threshold:	All Schools=55 and By Grade Level=19
Q7_2. Are any school staff required to receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on HIV, STD, or pregnancy prevention issues and resources for youth who participate in drop-out prevention, alternative education, or GED programs	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_2
Denominator:	Respondents who answered A or B for Q7_2
Summary text:	Percentage of schools that require any school staff to receive professional development on HIV, STD, or pregnancy prevention issues and resources for youth who participate in drop-out prevention, alternative education, or GED programs
Variable label:	Required professional development for youth who participate in drop-out prevention, alternative education, or GED programs
Threshold:	All Schools=55 and By Grade Level=19

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Q8.	Does your school have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity? These clubs sometimes are called gay/straight alliances.
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8
Denominator:	Respondents who answered A or B for Q8
Summary text:	Percentage of schools that have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity
Variable label:	Gay/straight alliance
Threshold:	All Schools=55 and By Grade Level=19
Q9_1.	Does your school engage in identifying “safe spaces” (e.g., a counselor’s office, designated classroom, or student organization) where lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth can receive support from administrators, teachers, or other school staff?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q9_1
Denominator:	Respondents who answered A or B for Q9_1
Summary text:	Percentage of schools that engage in identifying “safe spaces” (e.g., a counselor’s office, designated classroom, or student organization) where lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth can receive support from administrators, teachers, or other school staff
Variable label:	Safe spaces for LGBTQ
Threshold:	All Schools=55 and By Grade Level=19
Q9_2.	Does your school engage in prohibiting harassment based on a student’s perceived or actual sexual orientation or gender identity?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q9_2
Denominator:	Respondents who answered A or B for Q9_2
Summary text:	Percentage of schools that engage in prohibiting harassment based on a student’s perceived or actual sexual orientation or gender identity
Variable label:	Prohibit harassment
Threshold:	All Schools=55 and By Grade Level=19

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<p>Q9_3. Does your school engage in encouraging staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q9_3
Denominator:	Respondents who answered A or B for Q9_3
Summary text:	Percentage of schools that engage in encouraging staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity
Variable label:	Encourage staff professional development on safe environment
Threshold:	All Schools=55 and By Grade Level=19
<p>Q9_4. Does your school engage in facilitating access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q9_4
Denominator:	Respondents who answered A or B for Q9_4
Summary text:	Percentage of schools that engage in facilitating access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth
Variable label:	Access to providers with health services for LGBTQ youth
Threshold:	All Schools=55 and By Grade Level=19
<p>Q9_5. Does your school engage in facilitating access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q9_5
Denominator:	Respondents who answered A or B for Q9_5
Summary text:	Percentage of schools that engage in facilitating access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth
Variable label:	Access to providers with social and psychological services for LGBTQ youth
Threshold:	All Schools=55 and By Grade Level=19

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<p>Q10_1. Has your school adopted a policy that addresses attendance of students with HIV infection?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q10_1 Denominator: Respondents who answered A or B for Q10_1 Summary text: Percentage of schools that have adopted a policy that addresses attendance of students with HIV infection Variable label: HIV policy on attendance of students with HIV infection Threshold: All Schools=55 and By Grade Level=19</p>	<p>Q10_2. Has your school adopted a policy that addresses procedures to protect HIV-infected students and staff from discrimination?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q10_2 Denominator: Respondents who answered A or B for Q10_2 Summary text: Percentage of schools that have adopted a policy that addresses procedures to protect HIV-infected students and staff from discrimination Variable label: HIV policy to protect HIV-infected students and staff from discrimination Threshold: All Schools=55 and By Grade Level=19</p>	<p>Q10_3. Has your school adopted a policy to maintain confidentiality of HIV-infected students and staff?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q10_3 Denominator: Respondents who answered A or B for Q10_3 Summary text: Percentage of schools that have adopted a policy to maintain confidentiality of HIV-infected students and staff Variable label: HIV policy to maintain confidentiality of HIV-infected students and staff Threshold: All Schools=55 and By Grade Level=19</p>	<p>Q10_4. Has your school adopted a policy that addresses worksite safety (i.e., universal precautions for all school staff)?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q10_4 Denominator: Respondents who answered A or B for Q10_4 Summary text: Percentage of schools that have adopted a policy that addresses worksite safety (i.e., universal precautions for all school staff) Variable label: HIV policy on worksite safety Threshold: All Schools=55 and By Grade Level=19</p>
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Q10_5.	Has your school adopted a policy that addresses confidential counseling for HIV-infected students?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_5
Denominator:	Respondents who answered A or B for Q10_5
Summary text:	Percentage of schools that have adopted a policy that addresses confidential counseling for HIV-infected students
Variable label:	HIV policy on confidential counseling for HIV-infected students
Threshold:	All Schools=55 and By Grade Level=19
Q10_6.	Has your school adopted a policy that addresses communication of the policy to students, school staff, and parents?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_6
Denominator:	Respondents who answered A or B for Q10_6
Summary text:	Percentage of schools that have adopted a policy that addresses communication of the policy to students, school staff, and parents
Variable label:	HIV policy on communicating policy to students, school staff, and parents
Threshold:	All Schools=55 and By Grade Level=19
Q10_7.	Has your school adopted a policy that addresses adequate training about HIV infection for school staff?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_7
Denominator:	Respondents who answered A or B for Q10_7
Summary text:	Percentage of schools that have adopted a policy that addresses adequate training about HIV infection for school staff
Variable label:	HIV policy on adequate training about HIV infection for school staff
Threshold:	All Schools=55 and By Grade Level=19
Q10_8.	Has your school adopted a policy that addresses procedures for implementing the policy?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_8
Denominator:	Respondents who answered A or B for Q10_8
Summary text:	Percentage of schools that have adopted a policy that addresses adequate procedures for implementing the policy
Variable label:	HIV policy on procedures for implementing policy
Threshold:	All Schools=55 and By Grade Level=19

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Q11_1. Does your school have or participate in a student mentoring program?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_1
Denominator:	Respondents who answered A or B for Q11_1
Summary text:	Percentage of schools that have or participate in a student mentoring program
Variable label:	Participate in a student mentoring program
Threshold:	All Schools=55 and By Grade Level=19
Q11_2. Does your school have or participate in a safe-passages to school program?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_2
Denominator:	Respondents who answered A or B for Q11_2
Summary text:	Percentage of schools that have or participate in a safe-passages to school program
Variable label:	Participate in a safe-passages to school program
Threshold:	All Schools=55 and By Grade Level=19
Q11_3. Does your school have or participate in a program to prevent bullying?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_3
Denominator:	Respondents who answered A or B for Q11_3
Summary text:	Percentage of schools that have or participate in a program to prevent bullying
Variable label:	Participate in a program to prevent bullying
Threshold:	All Schools=55 and By Grade Level=19
Q11_4. Does your school have or participate in a program to prevent dating violence?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_4
Denominator:	Respondents who answered A or B for Q11_4
Summary text:	Percentage of schools that have or participate in a program to prevent dating violence
Variable label:	Participate in a program to prevent dating violence
Threshold:	All Schools=55 and By Grade Level=19

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<p>Q11_5. Does your school have or participate in a youth development program?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q11_5 Denominator: Respondents who answered A or B for Q11_5 Summary text: Percentage of schools that have or participate in a youth development program Variable label: Participate in a youth development program Threshold: All Schools=55 and By Grade Level=19</p>
<p>Q12. Are all staff who teach health education topics at your school certified, licensed, or endorsed by the state in health education? (Mark one response.)</p> <p>A. Yes B. No C. Not applicable (i.e., state does not offer certification, licensure, or endorsement in health education)</p> <p>Numerator: Respondents who answered A for Q12 Denominator: Respondents who answered A, B, or C for Q12 Summary text: Percentage of schools in which all staff who teach health education topics are certified, licensed, or endorsed by the state in health education Variable label: Staff licensed by state in HE Threshold: All Schools=55 and By Grade Level=19</p>
<p>Q13. Is physical education required for students in any of grades 6 through 12 in your school? (Mark one response.)</p> <p>A. Yes B. No → Skip to Question 16</p> <p>Numerator: Respondents who answered A for Q13 Denominator: Respondents who answered A or B for Q13 Summary text: Percentage of schools that require physical education for students in any of grades 6 through 12 Variable label: PE required in any grade 6-12 Threshold: All Schools=55 and By Grade Level=19</p>
<p>Q14_1. Is a required physical education course taught in grade 6 in your school?</p> <p>A. Yes B. No C. Grade not taught in your school</p> <p>Numerator: Respondents who answered A for Q14_1 Denominator: Respondents who answered A for Q14_1, or B for Q14_1, or B for Q13. Respondents that answered C for Q14_1 are excluded. Summary text: Percentage of schools that taught a required physical education course in sixth grade* Footnote: *Among schools with students in that grade Variable label: PE taught in grade 6 Threshold: All Schools=37 and By Grade Level=10</p>

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Q14_2. Is a required physical education course taught in grade 7 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q14_2
Denominator:	Respondents who answered A for Q14_2, or B for Q14_2, or B for Q13. Respondents that answered C for Q14_2 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in seventh grade*
Footnote:	*Among schools with students in that grade
Variable label:	PE taught in grade 7
Threshold:	All Schools=37 and By Grade Level=10
Q14_3. Is a required physical education course taught in grade 8 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q14_3
Denominator:	Respondents who answered A for Q14_3, or B for Q14_3, or B for Q13. Respondents that answered C for Q14_3 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in eighth grade*
Footnote:	*Among schools with students in that grade
Variable label:	PE taught in grade 8
Threshold:	All Schools=37 and By Grade Level=10
Q14_4. Is a required physical education course taught in grade 9 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q14_4
Denominator:	Respondents who answered A for Q14_4, or B for Q14_4, or B for Q13. Respondents that answered C for Q14_4 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in ninth grade*
Footnote:	*Among schools with students in that grade
Variable label:	PE taught in grade 9
Threshold:	All Schools=37 and By Grade Level=10



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Q14_5. Is a required physical education course taught in grade 10 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q14_5
Denominator:	Respondents who answered A for Q14_5, or B for Q14_5, or B for Q13. Respondents that answered C for Q14_5 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in tenth grade*
Footnote:	*Among schools with students in that grade
Variable label:	PE taught in grade 10
Threshold:	All Schools=37 and By Grade Level=10
Q14_6. Is a required physical education course taught in grade 11 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q14_6
Denominator:	Respondents who answered A for Q14_6, or B for Q14_6, or B for Q13. Respondents that answered C for Q14_6 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in eleventh grade*
Footnote:	*Among schools with students in that grade
Variable label:	PE taught in grade 11
Threshold:	All Schools=37 and By Grade Level=10
Q14_7. Is a required physical education course taught in grade 12 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q14_7
Denominator:	Respondents who answered A for Q14_7, or B for Q14_7, or B for Q13. Respondents that answered C for Q14_7 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in twelfth grade*
Footnote:	*Among schools with students in that grade
Variable label:	PE taught in grade 12
Threshold:	All Schools=37 and By Grade Level=10

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Q15_1.	<p>Can students be exempted from taking required physical education for one grading period or longer for enrollment in other courses (e.g., math or science)?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q15_1 Denominator: Respondents who answered A or B for Q15_1 Summary text: Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for enrollment in other courses (e.g., math or science)* Footnote: *Among those schools that require physical education for students in any of grades 6 through 12 Variable label: Exempted for enrollment in other courses (e.g., math or science) Threshold: All Schools=37 and By Grade Level=10</p>
Q15_2.	<p>Can students be exempted from taking required physical education for one grading period or longer for participation in school sports?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q15_2 Denominator: Respondents who answered A or B for Q15_2 Summary text: Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for participation in school sports* Footnote: *Among those schools that require physical education for students in any of grades 6 through 12 Variable label: Exempted for participation in school sports Threshold: All Schools=37 and By Grade Level=10</p>
Q15_3.	<p>Can students be exempted from taking required physical education for one grading period or longer for participation in other school activities (e.g., ROTC, band, or chorus)?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q15_3 Denominator: Respondents who answered A or B for Q15_3 Summary text: Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for participation in other school activities (e.g., ROTC, band, or chorus)* Footnote: *Among those schools that require physical education for students in any of grades 6 through 12 Variable label: Exempted for participation in other school activities (e.g., ROTC, band, or chorus) Threshold: All Schools=37 and By Grade Level=10</p>

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Q15_4.	Can students be exempted from taking required physical education for one grading period or longer for participation in community sports activities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q15_4
Denominator:	Respondents who answered A or B for Q15_4
Summary text:	Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for participation in community sports activities*
Footnote:	*Among those schools that require physical education for students in any of grades 6 through 12
Variable label:	Exempted for participation in community sports activities
Threshold:	All Schools=37 and By Grade Level=10
Q15_5.	Can students be exempted from taking required physical education for one grading period or longer for religious reasons?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q15_5
Denominator:	Respondents who answered A or B for Q15_5
Summary text:	Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for religious reasons*
Footnote:	*Among those schools that require physical education for students in any of grades 6 through 12
Variable label:	Exempted for religious reasons
Threshold:	All Schools=37 and By Grade Level=10
Q15_6.	Can students be exempted from taking required physical education for one grading period or longer for long-term physical or medical disability?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q15_6
Denominator:	Respondents who answered A or B for Q15_6
Summary text:	Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for long-term physical or medical disability*
Footnote:	*Among those schools that require physical education for students in any of grades 6 through 12
Variable label:	Exempted for long-term physical or medical disability
Threshold:	All Schools=37 and By Grade Level=10

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Q15_7.	<p>Can students be exempted from taking required physical education for one grading period or longer for cognitive disability?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q15_7 Denominator: Respondents who answered A or B for Q15_7 Summary text: Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for cognitive disability* Footnote: *Among those schools that require physical education for students in any of grades 6 through 12 Variable label: Exempted for cognitive disability Threshold: All Schools=37 and By Grade Level=10</p>
Q15_8.	<p>Can students be exempted from taking required physical education for one grading period or longer for high physical fitness competency test score?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q15_8 Denominator: Respondents who answered A or B for Q15_8 Summary text: Percentage of schools in which students can be exempted from taking a required physical education course for one grading period or longer for high physical fitness competency test score* Footnote: *Among those schools that require physical education for students in any of grades 6 through 12 Variable label: Exempted for high physical fitness competency test score Threshold: All Schools=37 and By Grade Level=10</p>
Q15_9.	<p>Can students be exempted from taking required physical education for one grading period or longer for participation in vocational training?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q15_9 Denominator: Respondents who answered A or B for Q15_9 Summary text: Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for participation in vocational training* Footnote: *Among those schools that require physical education for students in any of grades 6 through 12 Variable label: Exempted for participation in vocational training Threshold: All Schools=37 and By Grade Level=10</p>

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<p>Q15_10. Can students be exempted from taking required physical education for one grading period or longer for participation in community service activities?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q15_10
Denominator:	Respondents who answered A or B for Q15_10
Summary text:	Percentage of schools in which students can be exempted from taking required physical education for one grading period or longer for participation in community service activities*
Footnote:	*Among those schools that require physical education for students in any of grades 6 through 12
Variable label:	Exempted for participation in community service activities
Threshold:	All Schools=37 and By Grade Level=10
<p>Q16. During the past two years, did any physical education teachers or specialists at your school receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on physical education?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q16
Denominator:	Respondents who answered A or B for Q16
Summary text:	Percentage of schools in which physical education teachers or specialists received professional development on physical education during the past two years
Variable label:	Professional development on PE
Threshold:	All Schools=55 and By Grade Level=19
<p>Q17_1. Are those who teach physical education at your school provided with goals, objectives, and expected outcomes for physical education?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q17_1
Denominator:	Respondents who answered A or B for Q17_1
Summary text:	Percentage of schools that provide those who teach physical education with goals, objectives, and expected outcomes for physical education
Variable Label:	PE teachers given goals, objectives, and expected outcomes for physical education
Threshold:	All Schools=55 and By Grade Level=19

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Q17_2.	Are those who teach physical education at your school provided with a chart describing the annual scope and sequence of instruction for physical education?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_2
Denominator:	Respondents who answered A or B for Q17_2
Summary text:	Percentage of schools that provide those who teach physical education with a chart describing the annual scope and sequence of instruction for physical education
Variable Label:	PE teachers given a chart describing the annual scope and sequence of instruction for physical education
Threshold:	All Schools=55 and By Grade Level=19
Q17_3.	Are those who teach physical education at your school provided with plans for how to assess student performance in physical education?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_3
Denominator:	Respondents who answered A or B for Q17_3
Summary text:	Percentage of schools that provide those who teach physical education with plans for how to assess student performance in physical education
Variable Label:	PE teachers given plans for how to assess student performance in physical education
Threshold:	All Schools=55 and By Grade Level=19
Q17_4.	Are those who teach physical education at your school provided with a written physical education curriculum?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_4
Denominator:	Respondents who answered A or B for Q17_4
Summary text:	Percentage of schools that provide those who teach physical education with a written physical education curriculum
Variable Label:	PE teachers given a written physical education curriculum
Threshold:	All Schools=55 and By Grade Level=19

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<p>Q18. Does your school offer opportunities for all students to participate in intramural activities or physical activity clubs? (Intramural activities or physical activity clubs are any physical activity programs that are voluntary for students, in which students are given an equal opportunity to participate regardless of physical ability.)</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q18 Denominator: Respondents who answered A or B for Q18 Summary text: Percentage of schools that offer opportunities for all students to participate in intramural activities or physical activity clubs Variable label: Offer all students intramural physical activity clubs Threshold: All Schools=55 and By Grade Level=19</p>
<p>Q19. Outside of school hours or when school is not in session, do children or adolescents use any of your school's indoor physical activity or athletic facilities for community-sponsored physical activity classes or lessons?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q19 Denominator: Respondents who answered A or B for Q19 Summary text: Percentage of schools in which children or adolescents use indoor physical activity or athletic facilities for community-sponsored physical activity classes or lessons Variable label: Facilities used for community classes Threshold: All Schools=55 and By Grade Level=19</p>
<p>Q20. Has your school adopted a policy prohibiting tobacco use?</p> <p>A. Yes B. No → Skip to Question 27</p> <p>Numerator: Respondents who answered A for Q20 Denominator: Respondents who answered A or B for Q20 Summary text: Percentage of schools that have adopted a policy prohibiting tobacco use Variable label: Policy prohibiting tobacco use Threshold: All Schools=55 and By Grade Level=19</p>
<p>Q21_1_1. Does the tobacco-use prevention policy specifically prohibit use of cigarettes for students during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_1_1 Denominator: Respondents who answered A for Q21_1_1, or B for Q21_1_1, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigarettes for students during any school-related activity Variable label: Prohibit the use of cigarettes for students Threshold: All Schools=37 and By Grade Level=10</p>

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<p>Q21_1_2. Does the tobacco-use prevention policy specifically prohibit use of cigarettes for faculty/staff during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_1_2 Denominator: Respondents who answered A for Q21_1_2, or B for Q21_1_2, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigarettes for faculty/staff during any school-related activity Variable label: Prohibit the use of cigarettes for faculty/staff Threshold: All Schools=37 and By Grade Level=10</p>	
<p>Q21_1_3. Does the tobacco-use prevention policy specifically prohibit use of cigarettes for visitors during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_1_3 Denominator: Respondents who answered A for Q21_1_3, or B for Q21_1_3, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigarettes for visitors during any school-related activity Variable label: Prohibit the use of cigarettes for visitors Threshold: All Schools=37 and By Grade Level=10</p>	
<p>Q21_2_1. Does the tobacco-use prevention policy specifically prohibit use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for students during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_2_1 Denominator: Respondents who answered A for Q21_2_1, or B for Q21_2_1, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for students during any school-related activity Variable label: Prohibit the use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for students during any school-related activity for students Threshold: All Schools=37 and By Grade Level=10</p>	



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<p>Q21_2_2. Does the tobacco-use prevention policy specifically prohibit use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for faculty/staff during any school-related activity?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q21_2_2
Denominator:	Respondents who answered A for Q21_2_2, or B for Q21_2_2, or B for Q20
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for faculty/staff during any school-related activity
Variable label:	Prohibit the use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for faculty/staff
Threshold:	All Schools=37 and By Grade Level=10
<p>Q21_2_3. Does the tobacco-use prevention policy specifically prohibit use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for visitors during any school-related activity?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q21_2_3
Denominator:	Respondents who answered A for Q21_2_3, or B for Q21_2_3, or B for Q20
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for visitors during any school-related activity
Variable label:	Prohibit the use of smokeless tobacco (i.e., chewing tobacco, snuff, or dip) for visitors
Threshold:	All Schools=37 and By Grade Level=10
<p>Q21_3_1. Does the tobacco-use prevention policy specifically prohibit use of cigars for students during any school-related activity?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q21_3_1
Denominator:	Respondents who answered A for Q21_3_1, or B for Q21_3_1, or B for Q20
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigars for students during any school-related activity
Variable label:	Prohibit the use of cigars for students
Threshold:	All Schools=37 and By Grade Level=10

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<p>Q21_3_2. Does the tobacco-use prevention policy specifically prohibit use of cigars for faculty/staff during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_3_2 Denominator: Respondents who answered A for Q21_3_2, or B for Q21_3_2, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigars for faculty/staff during any school-related activity Variable label: Prohibit the use of cigars for faculty/staff Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q21_3_3. Does the tobacco-use prevention policy specifically prohibit use of cigars for visitors during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_3_3 Denominator: Respondents who answered A for Q21_3_3, or B for Q21_3_3, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigars for visitors during any school-related activity Variable label: Prohibit the use of cigars for visitors Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q21_4_1. Does the tobacco-use prevention policy specifically prohibit use of pipes for students during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_4_1 Denominator: Respondents who answered A for Q21_4_1, or B for Q21_4_1, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of pipes for students during any school-related activity Variable label: Prohibit the use of pipes for students Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q21_4_2. Does the tobacco-use prevention policy specifically prohibit use of pipes for faculty/staff during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_4_2 Denominator: Respondents who answered A for Q21_4_2, or B for Q21_4_2, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of pipes for faculty/staff during any school-related activity Variable label: Prohibit the use of pipes for faculty/staff Threshold: All Schools=37 and By Grade Level=10</p>

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<p>Q21_4_3. Does the tobacco-use prevention policy specifically prohibit use of pipes for visitors during any school-related activity?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q21_4_3 Denominator: Respondents who answered A for Q21_4_3, or B for Q21_4_3, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of pipes for visitors during any school-related activity Variable label: Prohibit the use of pipes for visitors Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q22_1_1. Does the tobacco-use prevention policy specifically prohibit tobacco use during school hours for students?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q22_1_1 Denominator: Respondents who answered A for Q22_1_1, or B for Q22_1_1, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during school hours for students Variable label: Prohibit tobacco use during school hours for students Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q22_1_2. Does the tobacco-use prevention policy specifically prohibit tobacco use during school hours for faculty/staff?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q22_1_2 Denominator: Respondents who answered A for Q22_1_2, or B for Q22_1_2, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during school hours for faculty/staff Variable label: Prohibit tobacco use during school hours for faculty/staff Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q22_1_3. Does the tobacco-use prevention policy specifically prohibit tobacco use during school hours for visitors?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q22_1_3 Denominator: Respondents who answered A for Q22_1_3, or B for Q22_1_3, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during school hours for visitors Variable label: Prohibit tobacco use during school hours for visitors Threshold: All Schools=37 and By Grade Level=10</p>

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<p>Q22_2_1. Does the tobacco-use prevention policy specifically prohibit tobacco use during non-school hours for students?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q22_2_1 Denominator: Respondents who answered A for Q22_2_1, or B for Q22_2_1, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during non-school hours for students Variable label: Prohibit tobacco use during non-school hours for students Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q22_2_2. Does the tobacco-use prevention policy specifically prohibit tobacco use during non-school hours for faculty/staff?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q22_2_2 Denominator: Respondents who answered A for Q22_2_2, or B for Q22_2_2, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during non-school hours for faculty/staff Variable label: Prohibit tobacco use during non-school hours for faculty/staff Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q22_2_3. Does the tobacco-use prevention policy specifically prohibit tobacco use during non-school hours for visitors?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q22_2_3 Denominator: Respondents who answered A for Q22_2_3, or B for Q22_2_3, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during school hours for visitors Variable label: Prohibit tobacco use during non-school hours for visitors Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q23_1_1. Does the tobacco-use prevention policy specifically prohibit tobacco use in school buildings for students?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_1_1 Denominator: Respondents who answered A for Q23_1_1, or B for Q23_1_1, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in school buildings for students Variable Label: Prohibit tobacco use in school buildings for students Threshold: All Schools=37 and By Grade Level=10</p>

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<p>Q23_1_2. Does the tobacco-use prevention policy specifically prohibit tobacco use in school buildings for faculty/staff?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_1_2 Denominator: Respondents who answered A for Q23_1_2, or B for Q23_1_2, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in school buildings for faculty/staff Variable Label: Prohibit tobacco use in school buildings for faculty/staff Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q23_1_3. Does the tobacco-use prevention policy specifically prohibit tobacco use in school buildings for visitors?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_1_3 Denominator: Respondents who answered A for Q23_1_3, or B for Q23_1_3, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in school buildings for visitors Variable Label: Prohibit tobacco use in school buildings for visitors Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q23_2_1. Does the tobacco-use prevention policy specifically prohibit tobacco use outside on school grounds, including parking lots and playing fields for students?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_2_1 Denominator: Respondents who answered A for Q23_2_1, or B for Q23_2_1, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use outside on school grounds, including parking lots and playing fields for students Variable Label: Prohibit tobacco use outside on school grounds for students Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q23_2_2. Does the tobacco-use prevention policy specifically prohibit tobacco use outside on school grounds, including parking lots and playing fields for faculty/staff?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_2_2 Denominator: Respondents who answered A for Q23_2_2, or B for Q23_2_2, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use outside on school grounds, including parking lots and playing fields for faculty/staff Variable Label: Prohibit tobacco use outside on school grounds for faculty/staff Threshold: All Schools=37 and By Grade Level=10</p>

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Q23_2_3.	<p>Does the tobacco-use prevention policy specifically prohibit tobacco use outside on school grounds, including parking lots and playing fields for visitors?</p> <p>A. Yes B. No</p>
Numerator:	Respondents who answered A for Q23_2_3
Denominator:	Respondents who answered A for Q23_2_3, or B for Q23_2_3, or B for Q20
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use outside on school grounds, including parking lots and playing fields for visitors
Variable Label:	Prohibit tobacco use outside on school grounds for visitors
Threshold:	All Schools=37 and By Grade Level=10
Q23_3_1.	<p>Does the tobacco-use prevention policy specifically prohibit tobacco use on school buses or other vehicles used to transport students for students?</p> <p>A. Yes B. No</p>
Numerator:	Respondents who answered A for Q23_3_1
Denominator:	Respondents who answered A for Q23_3_1, or B for Q23_3_1, or B for Q20
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use on school buses or other vehicles used to transport students for students
Variable Label:	Prohibit tobacco use on school buses or other vehicles used to transport students for students
Threshold:	All Schools=37 and By Grade Level=10
Q23_3_2.	<p>Does the tobacco-use prevention policy specifically prohibit tobacco use on school buses or other vehicles used to transport students for faculty/staff?</p> <p>A. Yes B. No</p>
Numerator:	Respondents who answered A for Q23_3_2
Denominator:	Respondents who answered A for Q23_3_2, or B for Q23_3_2, or B for Q20
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use on school buses or other vehicles used to transport students for faculty/staff
Variable Label:	Prohibit tobacco use on school buses or other vehicles used to transport students for faculty/staff
Threshold:	All Schools=37 and By Grade Level=10

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<p>Q23_3_3. Does the tobacco-use prevention policy specifically prohibit tobacco use on school buses or other vehicles used to transport students for visitors?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_3_3 Denominator: Respondents who answered A for Q23_3_3, or B for Q23_3_3, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use on school buses or other vehicles used to transport students for visitors Variable Label: Prohibit tobacco use on school buses or other vehicles used to transport students for visitors Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q23_4_1. Does the tobacco-use prevention policy specifically prohibit tobacco use at off-campus, school-sponsored events for students?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_4_1 Denominator: Respondents who answered A for Q23_4_1, or B for Q23_4_1, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use at off-campus, school-sponsored events for students Variable Label: Prohibit tobacco use at off-campus, school-sponsored events for students Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q23_4_2. Does the tobacco-use prevention policy specifically prohibit tobacco use at off-campus, school-sponsored events for faculty/staff?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_4_2 Denominator: Respondents who answered A for Q23_4_2, or B for Q23_4_2, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use at off-campus, school-sponsored events for faculty/staff Variable Label: Prohibit tobacco use at off-campus, school-sponsored events for faculty/staff Threshold: All Schools=37 and By Grade Level=10</p>
<p>Q23_4_3. Does the tobacco-use prevention policy specifically prohibit tobacco use at off-campus, school-sponsored events for visitors?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q23_4_3 Denominator: Respondents who answered A for Q23_4_3, or B for Q23_4_3, or B for Q20 Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use at off-campus, school-sponsored events for visitors Variable Label: Prohibit tobacco use at off-campus, school-sponsored events or visitors Threshold: All Schools=37 and By Grade Level=10</p>

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Q24_1.	Does your school have procedures to inform students about the tobacco-use prevention policy that prohibits their use of tobacco?
A.	Yes
B.	No
C.	Not Applicable
Numerator:	Respondents who answered A for Q24_1
Denominator:	Respondents who answered A or B for Q24_1. Respondents who answered C for Q24_1 are excluded.
Summary text:	Percentage of schools that have procedures to inform students about the tobacco-use prevention policy that prohibits their use of tobacco*
Footnote:	*Among those schools that have adopted a policy prohibiting tobacco use
Variable label:	Inform students about tobacco policy
Threshold:	All Schools=37 and By Grade Level=10
Q24_2.	Does your school have procedures to inform faculty and staff about the tobacco-use prevention policy that prohibits their use of tobacco?
A.	Yes
B.	No
C.	Not Applicable
Numerator:	Respondents who answered A for Q24_2
Denominator:	Respondents who answered A or B for Q24_2. Respondents who answered C for Q24_2 are excluded.
Summary text:	Percentage of schools that have procedures to inform faculty and staff about the tobacco-use prevention policy that prohibits their use of tobacco*
Footnote:	*Among those schools that have adopted a policy prohibiting tobacco use
Variable label:	Inform faculty and staff about tobacco policy
Threshold:	All Schools=37 and By Grade Level=10
Q24_3.	Does your school have procedures to inform visitors about the tobacco-use prevention policy that prohibits their use of tobacco?
A.	Yes
B.	No
C.	Not Applicable
Numerator:	Respondents who answered A for Q24_3
Denominator:	Respondents who answered A or B for Q24_3. Respondents who answered C for Q24_3 are excluded.
Summary text:	Percentage of schools that have procedures to inform visitors about the tobacco-use prevention policy that prohibits their use of tobacco*
Footnote:	*Among those schools that have adopted a policy prohibiting tobacco use
Variable label:	Inform visitors about tobacco policy
Threshold:	All Schools=37 and By Grade Level=10



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Q25.	Does your school's tobacco-use prevention policy include guidelines on what actions the school should take when students are caught smoking cigarettes?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q25
Denominator:	Respondents who answered A or B for Q25
Summary text:	Percentage of schools that have a tobacco-use prevention policy that includes guidelines on what actions the school should take when students are caught smoking cigarettes*
Footnote:	*Among those schools that have adopted a policy prohibiting tobacco use
Variable label:	Policy guidelines students caught smoking
Threshold:	All Schools=37 and By Grade Level=10
Q26.	At your school, who is responsible for enforcing your tobacco-use prevention policy? (Mark one response.)
A.	No single individual is responsible
B.	Principal
C.	Assistant principal
D.	Other school administrator
E.	Other school faculty or staff member
Numerator:	Depends on the response of interest (ROI). If ROI is B, then the numerator includes respondents who answered B for Q26
Denominator:	Respondents who answered A, B, C, D, or E for Q26
Summary text:	Percentage of schools in which the ROI is responsible for enforcing the tobacco-use prevention policy*
Footnote:	*Among those schools that have adopted a policy prohibiting tobacco use.
Variable label:	Who enforces tobacco policy
Threshold:	All Schools=37 and By Grade Level=10
Q27_1.	Does zero tolerance help determine what actions your school takes when students are caught smoking cigarettes?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q27_1
Denominator:	Respondents who answered A or B for Q27_1
Summary text:	Percentage of schools in which zero tolerance helps determine what actions are taken when students are caught smoking cigarettes
Variable label:	Zero tolerance when caught smoking
Threshold:	All Schools=55 and By Grade Level=19

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Q27_2.	Does effect or severity of the violation help determine what actions your school takes when students are caught smoking cigarettes?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q27_2
Denominator:	Respondents who answered A or B for Q27_2
Summary text:	Percentage of schools in which effect or severity of the violation helps determine what actions are taken when students are caught smoking cigarettes
Variable label:	Effect or severity of the violation when caught smoking
Threshold:	All Schools=55 and By Grade Level=19
Q27_3.	Does grade level of student help determine what actions your school takes when students are caught smoking cigarettes?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q27_3
Denominator:	Respondents who answered A or B for Q27_3
Summary text:	Percentage of schools in which grade level of student helps determine what actions are taken when students are caught smoking cigarettes
Variable label:	Grade level of student when caught smoking
Threshold:	All Schools=55 and By Grade Level=19
Q27_4.	Does repeat offender status help determine what actions your school takes when students are caught smoking cigarettes?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q27_4
Denominator:	Respondents who answered A or B for Q27_4
Summary text:	Percentage of schools in which repeat offender status helps determine what actions are taken when students are caught smoking cigarettes
Variable label:	Repeat offender status when caught smoking
Threshold:	All Schools=55 and By Grade Level=19

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Q28_1.	When students are caught smoking cigarettes, how often are parents or guardians notified?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_1
Denominator:	Respondents who answered A, B, C, or D for Q28_1
Summary text:	Percentage of schools that FREQUENCY parents or guardians are notified when students are caught smoking cigarettes. <i>For example</i> , (Never). Percentage of schools that NEVER notify parents of guardians when students are caught smoking cigarettes.
Variable label:	FREQUENCY parents or guardians are notified
Threshold:	All Schools=55 and By Grade Level=19
Q28_2.	When students are caught smoking cigarettes, how often are students referred to a school counselor?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_2
Denominator:	Respondents who answered A, B, C, or D for Q28_2
Summary text:	Percentage of schools that FREQUENCY referred to a school counselor when students are caught smoking cigarettes. <i>For example</i> , (Never). Percentage of schools that NEVER referred to a school counselor when students are caught smoking cigarettes.
Variable label:	FREQUENCY referred to a school counselor
Threshold:	All Schools=55 and By Grade Level=19
Q28_3.	When students are caught smoking cigarettes, how often are students referred to a school administrator?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_3
Denominator:	Respondents who answered A, B, C, or D for Q28_3
Summary text:	Percentage of schools that FREQUENCY referred to a school administrator when students are caught smoking cigarettes. <i>For example</i> , (Never). Percentage of schools that NEVER referred to a school administrator when students are caught smoking cigarettes.
Variable label:	FREQUENCY referred to a school administrator
Threshold:	All Schools=55 and By Grade Level=19

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Q28_4.	When students are caught smoking cigarettes, how often are students encouraged, but not required, to participate in an assistance, education, or cessation program?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_4
Denominator:	Respondents who answered A, B, C, or D for Q28_4
Summary text:	Percentage of schools that FREQUENCY encouraged, but not required, to participate in an assistance, education, or cessation program. <i>For example</i> , (Never). Percentage of schools that NEVER encouraged, but not required, to participate in an assistance, education, or cessation program when students are caught smoking cigarettes.
Variable label:	FREQUENCY encouraged, but not required, to participate in an assistance, education, or cessation program
Threshold:	All Schools=55 and By Grade Level=19
Q28_5.	When students are caught smoking cigarettes, how often are students required to participate in an assistance, education, or cessation program?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_5
Denominator:	Respondents who answered A, B, C, or D for Q28_5
Summary text:	Percentage of schools that FREQUENCY required to participate in an assistance, education, or cessation program. <i>For example</i> , (Never). Percentage of schools that NEVER required to participate in an assistance, education, or cessation program when students are caught smoking cigarettes.
Variable label:	FREQUENCY required to participate in an assistance, education, or cessation program
Threshold:	All Schools=55 and By Grade Level=19

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Q28_6.	When students are caught smoking cigarettes, how often are students referred to legal authorities?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_6
Denominator:	Respondents who answered A, B, C, or D for Q28_6
Summary text:	Percentage of schools that FREQUENCY referred to legal authorities. <i>For example</i> , (Never). Percentage of schools that NEVER referred to legal authorities when students are caught smoking cigarettes.
Variable label:	FREQUENCY referred to legal authorities
Threshold:	All Schools=55 and By Grade Level=19
Q28_7.	When students are caught smoking cigarettes, how often are students placed in detention?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_7
Denominator:	Respondents who answered A, B, C, or D for Q28_7
Summary text:	Percentage of schools that FREQUENCY placed students in detention. <i>For example</i> , (Never). Percentage of schools that NEVER placed students in detention when students are caught smoking cigarettes.
Variable label:	FREQUENCY placed students in detention
Threshold:	All Schools=55 and By Grade Level=19
Q28_8.	When students are caught smoking cigarettes, how often are students not allowed to participate in extra-curricular activities or interscholastic sports?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_8
Denominator:	Respondents who answered A, B, C, or D for Q28_8
Summary text:	Percentage of schools that FREQUENCY not allowed to participate in extra-curricular activities or interscholastic sports. <i>For example</i> , (Never). Percentage of schools that NEVER not allowed to participate in extra-curricular activities or interscholastic sports when students are caught smoking cigarettes.
Variable label:	FREQUENCY not allowed to participate in extra-curricular activities or interscholastic sports
Threshold:	All Schools=55 and By Grade Level=19

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Q28_9.	When students are caught smoking cigarettes, how often are students given in-school suspension?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_9
Denominator:	Respondents who answered A, B, C, or D for Q28_9
Summary text:	Percentage of schools that FREQUENCY given in-school suspension. <i>For example</i> , (Never). Percentage of schools that NEVER given in-school suspension when students are caught smoking cigarettes.
Variable label:	FREQUENCY given in-school suspension
Threshold:	All Schools=55 and By Grade Level=19
Q28_10.	When students are caught smoking cigarettes, how often are students suspended from school?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_10
Denominator:	Respondents who answered A, B, C, or D for Q28_10
Summary text:	Percentage of schools that FREQUENCY suspended from school. <i>For example</i> , (Never). Percentage of schools that NEVER suspended from school when students are caught smoking cigarettes.
Variable label:	FREQUENCY suspended from school
Threshold:	All Schools=55 and By Grade Level=19
Q28_11.	When students are caught smoking cigarettes, how often are students expelled from school?
A.	Never
B.	Rarely
C.	Sometimes
D.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_11
Denominator:	Respondents who answered A, B, C, or D for Q28_11
Summary text:	Percentage of schools that FREQUENCY expelled from school. <i>For example</i> , (Never). Percentage of schools that NEVER expelled from school when students are caught smoking cigarettes.
Variable label:	FREQUENCY expelled from school
Threshold:	All Schools=55 and By Grade Level=19

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Q28_12.	When students are caught smoking cigarettes, how often are students reassigned to an alternative school?
A. B. C. D.	Never Rarely Sometimes Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_12
Denominator:	Respondents who answered A, B, C, or D for Q28_12
Summary text:	Percentage of schools that FREQUENCY reassigned to an alternative school. <i>For example</i> , (Never). Percentage of schools that NEVER reassigned to an alternative school when students are caught smoking cigarettes.
Variable label:	FREQUENCY reassigned to an alternative school
Threshold:	All Schools=55 and By Grade Level=19
Q29.	Does your school post signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed?
A. B.	Yes No
Numerator:	Respondents who answered A for Q29
Denominator:	Respondents who answered A or B for Q29
Summary text:	Percentage of schools that post signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed
Variable label:	Tobacco-free school zone signs
Threshold:	All Schools=55 and By Grade Level=19
Q30_1.	During the past two years, has your school gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts?
A. B.	Yes No
Numerator:	Respondents who answered A for Q30_1
Denominator:	Respondents who answered A or B for Q30_1
Summary text:	Percentage of schools that gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts during the past two years
Variable label:	School gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts
Threshold:	All Schools=55 and By Grade Level=19

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Q30_2.	During the past two years, has your school worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q30_2
Denominator:	Respondents who answered A or B for Q30_2
Summary text:	Percentage of schools that worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use during the past two years
Variable label:	School worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use
Threshold:	All Schools=55 and By Grade Level=19
Q31_1.	Does your school provide tobacco cessation services for faculty and staff?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q31_1
Denominator:	Respondents who answered A or B for Q31_1
Summary text:	Percentage of schools that provide tobacco cessation services for faculty and staff
Variable label:	Tobacco cessation for faculty and staff
Threshold:	All Schools=55 and By Grade Level=19
Q31_2.	Does your school provide tobacco cessation services for students?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q31_2
Denominator:	Respondents who answered A or B for Q31_2
Summary text:	Percentage of schools that provide tobacco cessation services for students
Variable label:	Tobacco cessation for students
Threshold:	All Schools=55 and By Grade Level=19
Q32_1.	Does your school have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for faculty and staff?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q32_1
Denominator:	Respondents who answered A or B for Q32_1
Summary text:	Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for faculty and staff
Variable label:	Off property tobacco cessation for faculty and staff
Threshold:	All Schools=55 and By Grade Level=19



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Q32_2.	Does your school have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for students?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q32_2
Denominator:	Respondents who answered A or B for Q32_2
Summary text:	Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for students
Variable label:	Off property tobacco cessation for students
Threshold:	All Schools=55 and By Grade Level=19
Q33.	When foods or beverages are offered at school celebrations, how often are fruits or non-fried vegetables offered? (Mark one response.)
A.	Foods or beverages are not offered at school celebrations
B.	Never
C.	Rarely
D.	Sometimes
E.	Always or almost always
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q33
Denominator:	Respondents who answered A, B, C, D, or E for Q33
Summary text:	Percentage of schools that FREQUENCY offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered. <i>For example</i> , (Never). Percentage of schools that never offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered.
Variable label:	Fruits/non-fried vegetables offered during celebrations
Threshold:	All Schools=55 and By Grade Level=19
Q34.	Can students purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar?
A.	Yes
B.	No → Skip to Question 37
Numerator:	Respondents who answered A for Q34_1
Denominator:	Respondents who answered A or B for Q34_1
Summary text:	Percentage of schools in which students can purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar
Variable label:	Purchase from vending machines
Threshold:	All Schools=55 and By Grade Level=19

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Q35_1.	Can students purchase chocolate candy from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_1
Denominator:	Respondents who answered A for Q35_1, or B for Q35_1, or B for Q34
Summary text:	Percentage of schools in which students can purchase chocolate candy from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase chocolate candy at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_2.	Can students purchase other kinds of candy from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_2
Denominator:	Respondents who answered A for Q35_2, or B for Q35_2, or B for Q34
Summary text:	Percentage of schools in which students can purchase other kinds of candy from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase other kinds of candy at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_3.	Can students purchase salty snacks that are not low in fat (e.g., regular potato chips) from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_3
Denominator:	Respondents who answered A for Q35_3, or B for Q35_3, or B for Q34
Summary text:	Percentage of schools in which students can purchase salty snacks that are not low in fat from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase salty snacks that are not low in fat at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_4.	Can students purchase cookies, crackers, cakes, pastries, or other baked goods that are not low in fat from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_4
Denominator:	Respondents who answered A for Q35_4, or B for Q35_4, or B for Q34
Summary text:	Percentage of schools in which students can purchase cookies, crackers, cakes, pastries, or other baked goods that are not low in fat from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase cookies, crackers, cakes, pastries, or other baked goods that are not low in fat at school
Threshold:	All Schools=37 and By Grade Level=10

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Q35_5.	Can students purchase ice cream or frozen yogurt that is not low in fat from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_5
Denominator:	Respondents who answered A for Q35_5, or B for Q35_5, or B for Q34
Summary text:	Percentage of schools in which students can purchase ice cream or frozen yogurt that is not low in fat from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase ice cream or frozen yogurt that is not low in fat at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_6.	Can students purchase 2% or whole milk (plain or flavored) from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_6
Denominator:	Respondents who answered A for Q35_6, or B for Q35_6, or B for Q34
Summary text:	Percentage of schools in which students can purchase 2% or whole milk (plain or flavored) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase 2% or whole milk (plain or flavored) at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_7.	Can students purchase water ices or frozen slushes that do not contain juice from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_7
Denominator:	Respondents who answered A for Q35_7, or B for Q35_7, or B for Q34
Summary text:	Percentage of schools in which students can purchase water ices or frozen slushes that do not contain juice from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase water ices or frozen slushes that do not contain juice at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_8.	Can students purchase soda pop or fruit drinks that are not 100% juice from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_8
Denominator:	Respondents who answered A for Q35_8, or B for Q35_8, or B for Q34
Summary text:	Percentage of schools in which students can purchase soda pop or fruit drinks that are not 100% juice from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase soda pop or fruit drinks that are not 100% juice at school
Threshold:	All Schools=37 and By Grade Level=10

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Q35_9.	Can students purchase sports drinks (e.g., Gatorade) from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_9
Denominator:	Respondents who answered A for Q35_9, or B for Q35_9, or B for Q34
Summary text:	Percentage of schools in which students can purchase sports drinks (e.g., Gatorade) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase sports drinks (e.g., Gatorade) at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_10.	Can students purchase foods or beverages containing caffeine from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_10
Denominator:	Respondents who answered A for Q35_10, or B for Q35_10, or B for Q34
Summary text:	Percentage of schools in which students can purchase foods or beverages containing caffeine from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase foods or beverages containing caffeine at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_11.	Can students purchase fruits (not fruit juice) from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_11
Denominator:	Respondents who answered A for Q35_11, or B for Q35_11, or B for Q34
Summary text:	Percentage of schools in which students can purchase fruits (not fruit juice) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase fruits (not fruit juice) at school
Threshold:	All Schools=37 and By Grade Level=10
Q35_12.	Can students purchase non-fried vegetables (not vegetable juice) from vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q35_12
Denominator:	Respondents who answered A for Q35_12, or B for Q35_12, or B for Q34
Summary text:	Percentage of schools in which students can purchase non-fried vegetables (not vegetable juice) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase non-fried vegetables (not vegetable juice) at school
Threshold:	All Schools=37 and By Grade Level=10

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Q36.	Does your school limit the package or serving size of any individual food and beverage items sold in vending machines or at the school store, canteen, or snack bar?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q36
Denominator:	Respondents who answered A for Q36, or B for Q36, or B for Q34
Summary text:	Percentage of schools that limit the package or serving size of any individual food and beverage items sold in vending machines or at the school store, canteen, or snack bar
Variable label:	Limit serving size in vending
Threshold:	All Schools=37 and By Grade Level=10
Q37_1.	During this school year, has your school priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q37_1
Denominator:	Respondents who answered A or B for Q37_1
Summary text:	Percentage of schools that have priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages during this school year
Variable label:	Schools priced foods and beverages based on nutritious value
Threshold:	All Schools=55 and By Grade Level=19
Q37_2.	During this school year, has your school collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q37_2
Denominator:	Respondents who answered A or B for Q37_2
Summary text:	Percentage of schools that have collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating during this school year
Variable label:	Schools collected suggestions on nutritious food preferences and strategies to promote healthy eating
Threshold:	All Schools=55 and By Grade Level=19

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Q37_3.	During this school year, has your school provided information to students or families on the nutrition and caloric content of foods available?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q37_3
Denominator:	Respondents who answered A or B for Q37_3
Summary text:	Percentage of schools that have provided information to students or families on the nutrition and caloric content of foods available during this school year
Variable label:	Schools provided information to students or families on the nutrition and caloric content of foods available
Threshold:	All Schools=55 and By Grade Level=19
Q37_4.	During this school year, has your school conducted taste tests to determine food preferences for nutritious items?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q37_4
Denominator:	Respondents who answered A or B for Q37_4
Summary text:	Percentage of schools that have conducted taste tests to determine food preferences for nutritious items during this school year
Variable label:	Schools conducted taste tests to determine food preferences for nutritious items
Threshold:	All Schools=55 and By Grade Level=19
Q37_5.	During this school year, has your school provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q37_5
Denominator:	Respondents who answered A or B for Q37_5
Summary text:	Percentage of schools that have provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics during this school year
Variable label:	Schools provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics
Threshold:	All Schools=55 and By Grade Level=19

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Q38.	At your school, are candy, meals from fast food restaurants, or soft drinks promoted through the distribution of products, such as t-shirts, hats, and book covers to students?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q38
Denominator:	Respondents who answered A or B for Q38
Summary text:	Percentage of schools that promote candy, meals from fast food restaurants, or soft drinks through the distribution of products, such as t-shirts, hats, and book covers to students
Variable label:	Food promotion through products
Threshold:	All Schools=55 and By Grade Level=19
Q39_1.	Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks in the school building?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q39_1
Denominator:	Respondents who answered A or B for Q39_1
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the school building
Variable Label:	Prohibit advertising in the school building
Threshold:	All Schools=55 and By Grade Level=19
Q39_2.	Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks on school grounds including on the outside of the school building, on playing fields, or other areas of the campus?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q39_2
Denominator:	Respondents who answered A or B for Q39_2
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks on school grounds including on the outside of the school building, on playing fields, or other areas of the campus
Variable label:	Prohibit advertising on school grounds including on the outside of the school building, on playing fields, or other areas of the campus
Threshold:	All Schools=55 and By Grade Level=19

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Q39_3.	Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks on school buses or other vehicles used to transport students?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q39_3
Denominator:	Respondents who answered A or B for Q39_3
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks on school buses or other vehicles used to transport students
Variable label:	Prohibit advertising on school buses or other vehicles used to transport students
Threshold:	All Schools=55 and By Grade Level=19
Q39_4.	Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks in school publications (e.g., newsletters, newspapers, web sites, or other school publications)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q39_4
Denominator:	Respondents who answered A or B for Q39_4
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in school publications (e.g., newsletters, newspapers, web sites, or other school publications)
Variable label:	Prohibit advertising in school publications
Threshold:	All Schools=55 and By Grade Level=19
Q40.	Is there a full-time registered nurse who provides health services to students at your school? (A full-time nurse means that a nurse is at the school during all school hours, 5 days per week.)
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q40
Denominator:	Respondents who answered A or B for Q40
Summary text:	Percentage of schools that have a full-time registered nurse who provides health services to students
Variable label:	Full-time nurse at school
Threshold:	All Schools=55 and By Grade Level=19



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Q41.	<p>At your school, how many students with known asthma have an asthma action plan on file? (Students with known asthma are those who are identified by the school to have a current diagnosis of asthma as reported on student emergency cards, medication records, health room visit information, emergency care plans, physical exam forms, parent notes, and other forms of health care clinician notification.)</p> <p>A. This school has no students with known asthma.          B. All students with known asthma have an asthma action plan on file.          C. Most students with known asthma have an asthma action plan on file.          D. Some students with known asthma have an asthma action plan on file.          E. No students with known asthma have an asthma action plan on file.</p>
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q41
Denominator:	Respondents who answered A, B, C, D, or E for Q41
Summary text:	Percentage of schools that have an asthma action plan on file for FREQUENCY students with known asthma. <i>For example</i> , (All). Percentage of schools that have an asthma action plan on file for all students with known asthma.
Variable label:	Asthma action plan on file
Threshold:	All Schools=55 and By Grade Level=19
Q42_1.	<p>Does your school identify students with poorly controlled asthma?</p> <p>A. Yes          B. No</p>
Numerator:	Respondents who answered A for Q42_1
Denominator:	Respondents who answered A or B for Q42_1
Summary text:	Percentage of schools that do not identify students with poorly controlled asthma
Variable label:	Identify students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q42_2.	<p>At your school, frequent absences from school are used to identify students with poorly controlled asthma?</p> <p>A. Yes          B. No</p>
Numerator:	Respondents who answered A for Q42_2
Denominator:	Respondents who answered A or B for Q42_2
Summary text:	Percentage of schools that use frequent absences from school to identify students with poorly controlled asthma
Variable label:	Frequent absences from school to identify students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19

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Q42_3.	At your school, frequent visits to the school health office due to asthma are used to identify students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q42_3
Denominator:	Respondents who answered A or B for Q42_3
Summary text:	Percentage of schools that use frequent visits to the school health office due to asthma to identify students with poorly controlled asthma
Variable label:	Frequent visits to the school health office due to asthma to identify students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q42_4.	At your school, frequent asthma symptoms at school are used to identify students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q42_4
Denominator:	Respondents who answered A or B for Q42_4
Summary text:	Percentage of schools that use frequent asthma symptoms at school to identify students with poorly controlled asthma
Variable label:	Frequent asthma symptoms at school to identify students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q42_5.	At your school, frequent non-participation in physical education class due to asthma is used to identify students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q42_5
Denominator:	Respondents who answered A or B for Q42_5
Summary text:	Percentage of schools that use frequent non-participation in physical education class due to asthma to identify students with poorly controlled asthma
Variable label:	Frequent non-participation in physical education class due to asthma to identify students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19

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Q42_6.	At your school, students sent home early due to asthma are used to identify students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q42_6
Denominator:	Respondents who answered A or B for Q42_6
Summary text:	Percentage of schools that use students sent home early due to asthma to identify students with poorly controlled asthma
Variable label:	Students sent home early due to asthma to identify students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q42_7.	At your school, calls from school to 911, or other local emergency numbers, due to asthma are used to identify students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q42_7
Denominator:	Respondents who answered A or B for Q42_7
Summary text:	Percentage of schools that use calls from school to 911, or other local emergency numbers, due to asthma to identify students with poorly controlled asthma
Variable label:	Calls from school to 911, or other local emergency numbers, due to asthma to identify students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q43_1.	Does your school provide referrals to primary healthcare clinicians or child health insurance programs for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_1
Denominator:	Respondents who answered A or B for Q43_1
Summary text:	Percentage of schools that provide referrals to primary healthcare clinicians or child health insurance programs for students with poorly controlled asthma
Variable label:	Referrals for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19

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Q43_2.	Does your school ensure an appropriate written asthma action plan is obtained for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_2
Denominator:	Respondents who answered A or B for Q43_2
Summary text:	Percentage of schools that ensure an appropriate written asthma action plan is obtained for students with poorly controlled asthma
Variable label:	Appropriate written asthma action plan obtained for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q43_3.	Does your school ensure access to and appropriate use of asthma medications, spacers, and peak flow meters at school for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_3
Denominator:	Respondents who answered A or B for Q43_3
Summary text:	Percentage of schools that ensure access to and appropriate use of asthma medications, spacers, and peak flow meters at school for students with poorly controlled asthma
Variable label:	Access to and appropriate use of asthma medications, spacers, and peak flow meters at school for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q43_4.	Does your school offer asthma education for students with asthma for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_4
Denominator:	Respondents who answered A or B for Q43_4
Summary text:	Percentage of schools that offer asthma education for students with poorly controlled asthma
Variable label:	Asthma education for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19

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Q43_5.	Does your school minimize asthma triggers in the school environment for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_5
Denominator:	Respondents who answered A or B for Q43_5
Summary text:	Percentage of schools that minimize asthma triggers in the school environment for students with poorly controlled asthma
Variable label:	Minimize asthma triggers in the school environment for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q43_6.	Does your school address social and emotional issues related to asthma for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_6
Denominator:	Respondents who answered A or B for Q43_6
Summary text:	Percentage of schools that address social and emotional issues related to asthma for students with poorly controlled asthma
Variable label:	Address social and emotional issues related to asthma for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q43_7.	Does your school provide additional psychosocial counseling or support services as needed for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_7
Denominator:	Respondents who answered A or B for Q43_7
Summary text:	Percentage of schools that provide additional psychosocial counseling or support services as needed for students with poorly controlled asthma
Variable label:	Additional psychosocial counseling or support services as needed for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19

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Q43_8.	Does your school ensure access to safe, enjoyable physical education and activity opportunities for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_8
Denominator:	Respondents who answered A or B for Q43_8
Summary text:	Percentage of schools that ensure access to safe, enjoyable physical education and activity opportunities for students with poorly controlled asthma
Variable label:	Access to safe, enjoyable physical education and activity opportunities for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q43_9.	Does your school ensure access to preventive medications before physical activity for students with poorly controlled asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q43_9
Denominator:	Respondents who answered A or B for Q43_9
Summary text:	Percentage of schools that ensure access to preventive medications before physical activity for students with poorly controlled asthma
Variable label:	Access to preventive medications before physical activity for students with poorly controlled asthma
Threshold:	All Schools=55 and By Grade Level=19
Q44.	How often are school staff members required to receive training on recognizing and responding to severe asthma symptoms? (Mark one response.)
A.	More than once per year
B.	Once per year
C.	Less than once per year
D.	No such requirement
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q44
Denominator:	Respondents who answered A, B, C, or D for Q44
Summary text:	Percentage of schools in which school staff members are required to receive training on recognizing and responding to severe asthma symptoms FREQUENCY. <i>For example,</i> (More than once). Percentage of schools in which school staff members are required to receive training on recognizing and responding to severe asthma symptoms more than once per year.
Variable label:	Asthma training frequency
Threshold:	All Schools=55 and By Grade Level=19

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Q45.	Has your school adopted a policy stating that students are permitted to carry and self-administer asthma medications?
A.	Yes
B.	No → Skip to Q48
Numerator:	Respondents who answered A for Q45
Denominator:	Respondents who answered A or B for Q45
Summary text:	Percentage of schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications
Variable label:	Self-administer asthma medications
Threshold:	All Schools=55 and By Grade Level=19
Q46_1.	Does your school have procedures to inform students about your school's policy permitting students to carry and self-administer asthma medications?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q46_1
Denominator:	Respondents who answered A or B for Q46_1
Summary text:	Percentage of schools that have procedures to inform students about the policy permitting students to carry and self-administer asthma medications*
Footnote:	*Among schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications
Variable label:	Asthma inform students
Threshold:	All Schools=37 and By Grade Level=10
Q46_2.	Does your school have procedures to inform parents and families about your school's policy permitting students to carry and self-administer asthma medications?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q46_2
Denominator:	Respondents who answered A or B for Q46_2
Summary text:	Percentage of schools that have procedures to inform parents and families about the policy permitting students to carry and self-administer asthma medications*
Footnote:	*Among schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications
Variable label:	Asthma inform parents and families
Threshold:	All Schools=37 and By Grade Level=10

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Q47.	At your school, who is responsible for implementing your school's policy permitting students to carry and self-administer asthma medications? (Mark one response.)
	<p>A. No single individual is responsible</p> <p>B. Principal</p> <p>C. Assistant principal</p> <p>D. School nurse</p> <p>E. Other school faculty or staff member</p>
Numerator:	Depends on the response of interest (ROI). If ROI is B, then the numerator includes respondents who answered B for Q47
Denominator:	Respondents who answered A, B, C, D, or E for Q47
Summary text:	Percentage of schools that have the ROI responsible for implementing the policy permitting students to carry and self-administer asthma medication*
Footnote:	*Among schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications
Variable label:	Who implements asthma medication policy
Threshold:	All Schools=37 and By Grade Level=10
Q48_1.	During the past two years, have students' families helped develop or implement policies and programs related to HIV, STD, or teen pregnancy prevention?
	<p>A. Yes</p> <p>B. No</p>
Numerator:	Respondents who answered A for Q48_1
Denominator:	Respondents who answered A or B for Q48_1
Summary text:	Percentage of schools in which students' families helped develop or implement policies and programs related to HIV, STD, or teen pregnancy prevention during the past two years
Variable label:	Families helped HIV, STD, or teen pregnancy prevention programs
Threshold:	All Schools=55 and By Grade Level=19
Q48_2.	During the past two years, have students' families helped develop or implement policies and programs related to tobacco-use prevention?
	<p>A. Yes</p> <p>B. No</p>
Numerator:	Respondents who answered A for Q48_2
Denominator:	Respondents who answered A or B for Q48_2
Summary text:	Percentage of schools in which students' families helped develop or implement policies and programs related to tobacco-use prevention during the past two years
Variable label:	Families helped tobacco-use prevention programs
Threshold:	All Schools=55 and By Grade Level=19



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Q48_3.	During the past two years, have students' families helped develop or implement policies and programs related to physical activity?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q48_3
Denominator:	Respondents who answered A or B for Q48_3
Summary text:	Percentage of schools in which students' families helped develop or implement policies and programs related to physical activity during the past two years
Variable label:	Families helped physical activity programs
Threshold:	All Schools=55 and By Grade Level=19
Q48_4.	During the past two years, have students' families helped develop or implement policies and programs related to nutrition and healthy eating?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q48_4
Denominator:	Respondents who answered A or B for Q48_4
Summary text:	Percentage of schools in which students' families helped develop or implement policies and programs related to nutrition and healthy eating during the past two years
Variable label:	Families helped nutrition and healthy eating programs
Threshold:	All Schools=55 and By Grade Level=19
Q48_5.	During the past two years, have students' families helped develop or implement policies and programs related to asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q48_5
Denominator:	Respondents who answered A or B for Q48_5
Summary text:	Percentage of schools in which students' families helped develop or implement policies and programs related to asthma during the past two years
Variable label:	Families helped asthma programs
Threshold:	All Schools=55 and By Grade Level=19
Q49_1.	During the past two years, have community members helped develop or implement policies and programs related to HIV, STD, or teen pregnancy prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q49_1
Denominator:	Respondents who answered A or B for Q49_1
Summary text:	Percentage of schools in which community members helped develop or implement policies and programs related to HIV, STD, or teen pregnancy prevention during the past two years
Variable label:	Community helped HIV, STD, or teen pregnancy prevention programs
Threshold:	All Schools=55 and By Grade Level=19

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Q49_2.	During the past two years, have community members helped develop or implement policies and programs related to tobacco-use prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q49_2
Denominator:	Respondents who answered A or B for Q49_2
Summary text:	Percentage of schools in which community members helped develop or implement policies and programs related to tobacco-use prevention during the past two years
Variable label:	Community helped tobacco-use prevention programs
Threshold:	All Schools=55 and By Grade Level=19
Q49_3.	During the past two years, have community members helped develop or implement policies and programs related to physical activity?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q49_3
Denominator:	Respondents who answered A or B for Q49_3
Summary text:	Percentage of schools in which community members helped develop or implement policies and programs related to physical activity during the past two years
Variable label:	Community helped physical activity programs
Threshold:	All Schools=55 and By Grade Level=19
Q49_4.	During the past two years, have community members helped develop or implement policies and programs related to nutrition and healthy eating?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q49_4
Denominator:	Respondents who answered A or B for Q49_4
Summary text:	Percentage of schools in which community members helped develop or implement policies and programs related to nutrition and healthy eating during the past two years
Variable label:	Community helped nutrition and healthy eating programs
Threshold:	All Schools=55 and By Grade Level=19
Q49_5.	During the past two years, have community members helped develop or implement policies and programs related to asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q49_5
Denominator:	Respondents who answered A or B for Q49_5
Summary text:	Percentage of schools in which community members helped develop or implement policies and programs related to asthma during the past two years
Variable label:	Community helped asthma programs
Threshold:	All Schools=55 and By Grade Level=19

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### 2. Principal Supplemental Variables

Supplemental variables are calculated based on results from one or more than one question. The following table presents the numerator and the denominator for calculating the supplemental dichotomous variables.

HIV_SLIM6_v08	
Numerator:	Respondents who answered A for at least one of Q48_1 or Q49_1
Denominator:	Respondents who answered A for at least one of Q48_1 or Q49_1 or who answered B for both Q48_1 and for Q49_1
Summary text:	Percentage of schools in which students' family or community members have helped develop or implement HIV prevention, STD prevention, or teen pregnancy prevention policies and programs
Variable label:	HIV6 family/community helped develop HIV programs
Dependence:	Depends on Q48_1 and Q49_1
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q48_1 = 1 or Q49_1 = 1 then HIV_SLIM6_v08 = 1; else if Q48_1 = 2 and Q49_1 = 2 then HIV_SLIM6_v08 = 2;
HIV_SLIM6_v10	
Numerator:	Respondents who answered A for both of Q48_1 and Q49_1
Denominator:	Respondents who answered A for both of Q48_1 and Q49_1 or who answered B for either of Q48_1 or Q49_1
Summary text:	Percentage of schools in which students' family and community members have helped develop or implement HIV prevention, STD prevention, or teen pregnancy prevention policies and programs
Variable label:	HIV6 family/community helped develop HIV programs
Dependence:	Depends on Q48_1 and Q49_1
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q48_1 = 1 and Q49_1 = 1 then HIV_SLIM6_v10 = 1; else if Q48_1 = 2 or Q49_1 = 2 then HIV_SLIM6_v10 = 2;
HIV_SLIM9	
Numerator:	Respondents who answered A to all of Q10_1, Q10_2 and Q10_3
Denominator:	Respondents who answered A to all of Q10_1, Q10_2 and Q10_3 or who answered B to one of Q10_1, Q10_2 and Q10_3
Summary text:	Percentage of schools that follow a policy or policies that address all of the following issues: <ul style="list-style-type: none"> <li>• Attendance of students with HIV infection</li> <li>• Procedures to protect HIV-infected students and staff from discrimination</li> <li>• Maintaining confidentiality of HIV-infected students and staff</li> </ul>
Variable label:	HIV9 school HIV policies
Dependence:	Depends on Q10_1, Q10_2, and Q10_3
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q10_1 = 1 and Q10_2 = 1 and Q10_3 = 1 then HIV_SLIM9 = 1; else if Q10_1 = 2 or Q10_2 = 2 or Q10_3 = 2 then HIV_SLIM9 = 2;

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CSH_SLIM1	
Numerator:	Respondents who answered A to Q4
Denominator:	Respondents who answered A or B to Q4
Summary text:	Percentage of schools that have a designated individual (e.g., faculty member or administrative personnel) responsible for coordinating school health and safety programs and activities
Variable label:	CSH1 oversee school health/safety programs
Dependence:	Depends on Q4
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q4 = 1 then CSH_SLIM1 = 1; else if Q4 = 2 then CSH_SLIM1 = 2;
CSH_SLIM2_v08	
Numerator:	Respondents who answered A to 10 or more of Q6_1-Q6_7 and Q6_10-Q6_16 and who answered A to Q5
Denominator:	Respondents who answered A to 10 or more of Q6_1-Q6_7 and Q6_10-Q6_16 and who answered A to Q5 or who answered A to less than 10 of Q6_1-Q6_7 and Q6_10-Q6_16 or who answered B to Q5 or who answered A or B to all of Q6_1-Q6_7 and Q6_10-Q6_16
Summary text:	Percentage of schools that have a group (e.g., school health team) that helps plan and implement school health programs, with representation from 10 or more of the following: <ul style="list-style-type: none"> <li>• School administrators</li> <li>• Health education teachers</li> <li>• Physical education teachers</li> <li>• Mental health or social services staff</li> <li>• Nutrition or food service staff</li> <li>• Health services staff (e.g., school nurse)</li> <li>• Maintenance and transportation staff</li> <li>• Student body</li> <li>• Parents or families of students</li> <li>• Community</li> <li>• Local health departments, agencies, or organizations</li> <li>• Faith-based organizations</li> <li>• Businesses</li> <li>• Local government</li> </ul>
Variable label:	CSH2 group to help plan health programs
Dependence:	Depends on Q5 and Q6_1-Q6_7 and Q6_10-Q6_16
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	array PQ6(14) Q6_1-Q6_7 Q6_10-Q6_16; Cnt=.; flg=.; do i = 1 to 14; cnt = sum(cnt,PQ6(i)=1); flg = sum(flg,PQ6(i) ^in (1,2) or Q5 ^in (1,2)); if Q5=1 and cnt>=10 then CSH_SLIM2_v08 = 1; else if (Q5=1 and cnt+flg>=10) or Q5 ^in (1,2) then CSH_SLIM2_v08 = .; else if Q5=2 or 0=< cnt< 10 then CSH_SLIM2_v08 = 2; end;

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CSH\_SLIM2\_v10

Numerator:	Respondents who answered A to 10 or more of Q6_1-Q6_16 and who answered A to Q5
Denominator:	Respondents who answered A to 10 or more of Q6_1-Q6_16 and who answered A to Q5 or who answered A to less than 10 of Q6_1-Q6_16 or who answered B to Q5 or who answered A or B to all of Q6_1-Q6_16
Summary text:	<p>Percentage of schools that have a group (e.g., school health team) that helps plan and implement school health programs, with representation from 10 or more of the following:</p> <ul style="list-style-type: none"> <li>• School administrators</li> <li>• Health education teachers</li> <li>• Physical education teachers</li> <li>• Mental health or social services staff</li> <li>• Nutrition or food service staff</li> <li>• Health services staff (e.g., school nurse).</li> <li>• Maintenance and transportation staff</li> <li>• Technology staff</li> <li>• Library/media center staff</li> <li>• Student body</li> <li>• Parents or families of students</li> <li>• Community</li> <li>• Local health departments, agencies, or organizations</li> <li>• Faith-based organizations</li> <li>• Businesses</li> <li>• Local government</li> </ul>
Variable label:	CSH2 group to help plan health programs
Dependence:	Depends on Q5 and Q6_1-Q6_16
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	<pre>array PQ6A(16) Q6_1-Q6_16;   cnt=.; flg=.;   do i = 1 to 16;     cnt = sum(cnt,PQ6A(i)=1);   flg = sum(flg,PQ6A(i) ^in (1,2) or Q5 ^in (1,2));   if Q5=1 and cnt&gt;=10 then CSH_SLIM2_v10 = 1;   else if (Q5=1 and cnt+flg&gt;=10) or Q5 ^in (1,2) then CSH_SLIM2_v10 = .;   else if Q5=2 or 0=&lt; cnt&lt; 10 then CSH_SLIM2_v10 = 2;   end;</pre>

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CSH_SLIM3_v08	
Numerator:	Respondents who answered A to at least one of Q1_1, Q1_2 and Q1_3
Denominator:	Respondents who answered A to at least one of Q1_1, Q1_2 and Q1_3 or who answered B to any of Q1_1, Q1_2 and Q1_3
Summary text:	Percentage of schools that have ever assessed their policies, activities, and programs by using the School Health Index or a similar self-assessment tool in any of the following areas: <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Nutrition</li> <li>• Tobacco-use prevention</li> </ul>
Variable label:	CSH3 SHI to assess policies
Dependence:	Depends on Q1_1, Q1_2, and Q1_3
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q1_1 = 1 or Q1_2 = 1 or Q1_3 = 1 then CSH_SLIM3_v08 = 1; else if Q1_1 = 2 and Q1_2 = 2 and Q1_3 = 2 then CSH_SLIM3_v08 = 2;
CSH_SLIM3_v10	
Numerator:	Respondents who answered A to all of Q1_1, Q1_2 and Q1_3
Denominator:	Respondents who answered A to all of Q1_1, Q1_2 and Q1_3 or who answered B to any of Q1_1, Q1_2 and Q1_3
Summary text:	Percentage of schools that have ever assessed their policies, activities, and programs by using the School Health Index or a similar self-assessment tool in all of the following areas: <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Nutrition</li> <li>• Tobacco-use prevention</li> </ul>
Variable label:	CSH3 SHI to assess policies
Dependence:	Depends on Q1_1, Q1_2, and Q1_3
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q1_1 = 1 and Q1_2 = 1 and Q1_3 = 1 then CSH_SLIM3_v10 = 1; else if Q1_1 = 2 or Q1_2 = 2 or Q1_3 = 2 then CSH_SLIM3_v10 = 2;

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CSH_SLIM4_v08	
Numerator:	Respondents who answered A to one of Q48_2, Q48_3, Q48_4, Q49_2, Q49_3, Q49_4
Denominator:	Respondents who answered A to one of Q48_2, Q48_3, Q48_4, Q49_2, Q49_3, Q49_4 or who answered B to all of Q48_2, Q48_3, Q48_4, Q49_2, Q49_3, Q49_4
Summary text:	Percentage of schools in which students' family or community members have helped develop, communicate information about, or implement policies and programs on any of the following health issues: <ul style="list-style-type: none"> <li>• Tobacco-use prevention</li> <li>• Physical activity</li> <li>• Nutrition and healthy eating</li> </ul>
Variable label:	CSH4 family/community help develop policies
Dependence:	Depends on Q48_2, Q48_3, Q48_4, Q49_2, Q49_3, Q49_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code :	if Q48_2=1 or Q48_3=1 or Q48_4=1 or Q49_2=1 or Q49_3=1 or Q49_4=1 then CSH_SLIM4_v08=1; else if Q48_2=2 and Q48_3=2 and Q48_4=2 and Q49_2=2 and Q49_3=2 and Q49_4=2 then CSH_SLIM4_v08=2;
CSH_SLIM4_v10	
Numerator:	Respondents who answered A to all of Q48_2, Q48_3, Q48_4, Q49_2, Q49_3, Q49_4
Denominator:	Respondents who answered A to all of Q48_2, Q48_3, Q48_4, Q49_2, Q49_3, Q49_4 or who answered B to one of Q48_2, Q48_3, Q48_4, Q49_2, Q49_3, Q49_4
Summary text:	Percentage of schools in which students' family and community members have helped develop, communicate information about, or implement policies and programs on all of the following health issues: <ul style="list-style-type: none"> <li>• Tobacco-use prevention</li> <li>• Physical activity</li> <li>• Nutrition and healthy eating</li> </ul>
Variable label:	CSH4 family/community help develop policies
Dependence:	Depends on Q48_2, Q48_3, Q48_4, Q49_2, Q49_3, Q49_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code :	if Q48_2=1 and Q48_3=1 and Q48_4=1 and Q49_2=1 and Q49_3=1 and Q49_4=1 then CSH_SLIM4_v10=1; else if Q48_2=2 or Q48_3=2 or Q48_4=2 or Q49_2=2 or Q49_3=2 or Q49_4=2 then CSH_SLIM4_v10=2;
CSH_SLIM5	
Numerator:	Respondents who answered A to Q12
Denominator:	Respondents who answered A, B, or C to Q12
Summary text:	Percentage of schools in which all teachers who teach health education have teacher certification, licensure, or endorsement in health education
Variable label:	CSH5 staff licensed by state in HE
Dependence:	Depends on Q12
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q12 = 1 then CSH_SLIM5=1; else if Q12 = 2 or Q12 = 3 then CSH_SLIM5=2;

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CSH_SLIM9	
Numerator:	Respondents who answered A to any of Q2_1-Q2_8
Denominator:	Respondents who answered A to any of Q2_1-Q2_8 or who answered B or C to all of Q2_1-Q2_8
Summary text:	Percentage of schools that have a written school improvement plan that includes health-related goals and objectives on any of the following topics: <ul style="list-style-type: none"> <li>• Health education</li> <li>• Physical education and physical activity</li> <li>• Nutrition services and foods and beverages available at school</li> <li>• Health services</li> <li>• Mental health and social services</li> <li>• Healthy and safe school environment</li> <li>• Family and community involvement</li> <li>• Faculty and staff health promotion</li> </ul>
Variable label:	CSH9 written improvement plan
Dependence:	Depends on Q2_1-Q2_8
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q2_1 = 1 or Q2_2 = 1 or Q2_3 = 1 or Q2_4 = 1 or Q2_5 = 1 or Q2_6 = 1 or Q2_7 = 1 or Q2_8 = 1 then CSH_SLIM9=1; else if Q2_1 in (2,3) and Q2_2 in (2,3) and Q2_3 in (2,3) and Q2_4 in (2,3) and Q2_5 in (2,3) and Q2_6 in (2,3) and Q2_7 in (2,3) and Q2_8 in (2,3) then CSH_SLIM9=2;
PE_SLIM2	
Numerator:	Respondents who answered A to Q16
Denominator:	Respondents who answered A or B to Q16
Summary text:	Percentage of schools in which at least one physical education teacher or specialist received professional development on physical education during the past two years
Variable label:	PE2 PE teacher professional development past 2 years
Dependence:	Depends on Q16
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q16 = 1 then PE_SLIM2=1; else if Q16 = 2 then PE_SLIM2=2;



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PE_SLIM3	
Numerator:	Respondents who answered A to all of Q17_1-Q17_4
Denominator:	Respondents who answered A to all of Q17_1-Q17_4 or who answered B to any of Q17_1-Q17_4
Summary text:	Percentage of schools in which those who teach physical education are provided with all of the following: <ul style="list-style-type: none"> <li>• Goals, objectives, and expected outcomes for physical education</li> <li>• A written physical education curriculum</li> <li>• A chart describing the annual scope and sequence of instruction for physical education</li> <li>• Plans for how to assess student performance in physical education</li> </ul>
Variable label:	PE3 teachers provided the following
Dependence:	Depends on Q17_1-Q17_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q17_1 = 1 and Q17_2 = 1 and Q17_3 = 1 and Q17_4 = 1 then PE_SLIM3=1; else if Q17_1 = 2 or Q17_2 = 2 or Q17_3 = 2 or Q17_4 = 2 then PE_SLIM3=2;
PE_SLIM4	
Numerator:	Respondents who answered B to all of Q15_1-Q15_4 and Q15_8-Q15_10
Denominator:	Respondents who answered B to all of Q15_1-Q15_4 and Q15_8-Q15_10 and who answered A to any of Q15_1-Q15_4 and Q15_8-Q15_10
Summary text:	Percentage of schools that do not allow exemptions from required physical education for participation in other activities (e.g., interscholastic sports, band, chorus, other academic classes)
Variable label:	PE4 do not allow exemptions from PE
Dependence:	Depends on Q15_1-Q15_4 and Q15_8-Q15_10
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	if Q15_1=2 and Q15_2=2 and Q15_3=2 and Q15_4=2 and Q15_8=2 and Q15_9=2 and Q15_10=2 then PE_SLIM4 = 1; else if Q15_1=1 or Q15_2=1 or Q15_3=1 or Q15_4=1 or Q15_8=1 or Q15_9=1 or Q15_10=1 then PE_SLIM4 = 2;
PE_SLIM5	
Numerator:	Respondents who answered A to Q18
Denominator:	Respondents who answered A or B to Q18
Summary text:	Percentage of schools that offer intramural activities or physical activity clubs for all students, including those with disabilities
Variable label:	PE5 offer intramural activities
Dependence:	Depends on Q18
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q18 = 1 then PE_SLIM5=1; else if Q18 = 2 then PE_SLIM5=2;

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PE_SLIM7	
Numerator:	Respondents who answered A to Q19
Denominator:	Respondents who answered A or B to Q19
Summary text:	Percentage of schools that allow the use of their indoor physical activity or athletic facilities for community-sponsored classes or lessons outside of school hours or when school is not in session
Variable label:	PE7 Facilities used for community classes
Dependence:	Depends on Q19
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q19 = 1 then PE_SLIM7=1; else if Q19 = 2 then PE_SLIM7=2;
NUTR_SLIM1_v08	
Numerator:	Respondents who answered B to all of Q35_1-Q35_4 and Q35_8 or who answered B to Q34
Denominator:	Respondents who answered B to all of Q35_1-Q35_4 and Q35_8 or who answered B to Q34 or who answered A to any of Q35_1-Q35_4, or Q35_8
Summary text:	Percentage of schools that do not sell the following foods and beverages anywhere at school outside the school food service program: <ul style="list-style-type: none"> <li>• Baked goods that are not low in fat (e.g., cookies, crackers, cakes, pastries)</li> <li>• Salty snacks that are not low in fat (e.g., regular potato chips)</li> <li>• Candy (i.e., chocolate or non-chocolate candy)</li> <li>• Soda pop or fruit drinks that are not 100% juice</li> </ul>
Variable label:	NUTR1 do not sell food outside program
Dependence:	Depends on Q34, Q35_1-Q35_4, and Q35_8
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	if (Q35_1 = 2 and Q35_2 = 2 and Q35_3 = 2 and Q35_4 = 2 and Q35_8 = 2) or Q34 = 2 then NUTR_SLIM1_v08=1; else if Q35_1 = 1 or Q35_2 = 1 or Q35_3 = 1 or Q35_4 = 1 or Q35_8 = 1 then NUTR_SLIM1_v08=2;

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NUTR_SLIM1_v10	
Numerator:	Respondents who answered B to all of Q35_1-Q35_4 and Q35_8 and Q35_9 or who answered B to Q34
Denominator:	Respondents who answered B to all of Q35_1-Q35_4 and Q35_8 and Q35_9 or who answered B to Q34 or who answered A to any of Q35_1-Q35_4, Q35_8 or Q35_9
Summary text:	Percentage of schools that do not sell the following foods and beverages anywhere at school outside the school food service program: <ul style="list-style-type: none"> <li>• Baked goods that are not low in fat (e.g., cookies, crackers, cakes, pastries)</li> <li>• Salty snacks that are not low in fat (e.g., regular potato chips)</li> <li>• Candy (i.e., chocolate or non-chocolate candy)</li> <li>• Soda pop or fruit drinks that are not 100% juice</li> <li>• Sports drinks (e.g., Gatorade)</li> </ul>
Variable label:	NUTR1 do not sell food outside program
Dependence:	Depends on Q34, Q35_1-Q35_4, Q35_8, and Q35_9
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	if (Q35_1 = 2 and Q35_2 = 2 and Q35_3 = 2 and Q35_4 = 2 and Q35_8 = 2 and Q35_9 = 2) or Q34 = 2 then NUTR_SLIM1_v10=1; else if Q35_1 = 1 or Q35_2 = 1 or Q35_3 = 1 or Q35_4 = 1 or Q35_8 = 1 or Q35_9 = 1 then NUTR_SLIM1_v10=2;
NUTR_SLIM2	
Numerator:	Respondents who answered E to Q33 and A to either of Q35_11 or Q35_12
Denominator:	Respondents who answered E to Q33 and A to either of Q35_11 or Q35_12 or who answered B to Q34 or who answered A, B, C, D for Q33 or who answered A to both of Q35_11 and Q35_12
Summary text:	Percentage of schools that always offer fruits or non-fried vegetables in vending machines, school stores, and during celebrations when foods and beverages are offered
Variable label:	NUTR2 offer fruits/non-fried vegetables during celebrations
Dependence:	Depends on Q33, Q34, Q35_11, Q35_12
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	if Q34 = 2 or Q33 in (1,2,3,4) or (Q35_11 = 2 and Q35_12 = 2) then NUTR_SLIM2=2; else if Q33 = 5 and (Q35_11 = 1 or Q35_12 = 1) then NUTR_SLIM2=1;

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<b>NUTR_SLIM3</b>	
Numerator:	Respondents who answered A to at least three of Q37_1-Q37_5
Denominator:	Respondents who answered A to at least three of Q37_1-Q37_5 or who answered B to two or fewer of Q37_1-Q37_5 while having validly answered all of Q37_1-Q37_5
Summary text:	Percentage of schools that use at least three of the following strategies anywhere in the school to promote healthy eating: <ul style="list-style-type: none"> <li>• Price nutritious food and beverage choices at a lower cost while increasing the price of less nutritious foods and beverages</li> <li>• Collect suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating</li> <li>• Provide information on the nutrition and caloric content of foods available</li> <li>• Conduct taste tests to determine food preferences for nutritious items</li> <li>• Provide opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics</li> </ul>
Variable label:	NUTR3 promote healthy eating
Dependence:	Depends on Q37_1-Q37_5
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<pre>array PQ37(5) Q37_1-Q37_5;   cnt=.;flg=.;   do i = 1 to 5;     cnt = sum(cnt,PQ37(i)=1);     flg = sum(flg,PQ37(i) ^in (1,2));     if cnt&gt;=3 then NUTR_SLIM3 = 1;     else if cnt+flg&gt;=3 then NUTR_SLIM3 = .;     else if 0=&lt;cnt &lt;3 then NUTR_SLIM3 = 2;   end;</pre>
<b>NUTR_SLIM6</b>	
Numerator:	Respondents who answered A to all of Q39_1-Q39_4 and B to Q38
Denominator:	Respondents who answered A to all of Q39_1-Q39_4 and B to Q38 and who answered A to Q38 or B to any of Q39_1-Q39_4
Summary text:	Percentage of schools that prohibit all forms of advertising and promotion (e.g., contests and coupons) of less nutritious foods and beverages on school property
Variable label:	NUTR6 prohibit all advertising of bad foods
Dependence:	Depends on Q38 and Q39_1-Q39_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<pre>if Q38 = 2 and sum(Q39_1=1, Q39_2=1,Q39_3 =1, Q39_4 = 1)=4 then   NUTR_SLIM6=1;   else if Q38 = 1 or Q39_1 = 2 or Q39_2 = 2 or Q39_3 = 2 or Q39_4 = 2 then     NUTR_SLIM6=2;</pre>

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TOB_SLIM1	
Numerator:	Respondents who answered A to all of Q21_1, Q21_2, Q21_3, Q21_4, Q22_1, Q22_2, Q23_1, Q23_2, Q23_3, and Q23_4
Denominator:	Respondents who answered B to one of Q21_1, Q21_2, Q21_3, Q21_4, Q22_1, Q22_2, Q23_1, Q23_2, Q23_3, Q23_4 or who answered A to all of Q21_1, Q21_2, Q21_3, Q21_4, Q22_1, Q22_2, Q23_1, Q23_2, Q23_3, and Q23_4 or who answered B to Q20
Summary text:	Percentage of schools that follow a policy that mandates a “tobacco-free environment.” A “tobacco-free environment” is one that prohibits tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week
Variable label:	TOB1 tobacco-free school environment
Dependence:	Depends on Q21_1, Q21_2, Q21_3, Q21_4, Q22_1, Q22_2, Q23_1, Q23_2, Q23_3, and Q23_4, and Q20
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	<pre> if Q21_1_1=1 and Q21_1_2=1 and Q21_1_3=1 and Q21_2_1=1 and Q21_2_2=1 and Q21_2_3=1 and Q21_3_1=1 and Q21_3_2=1 and Q21_3_3=1 and Q21_4_1=1 and Q21_4_2=1 and Q21_4_3=1 and Q22_1_1=1 and Q22_1_2=1 and Q22_1_3=1 and Q22_2_1=1 and Q22_2_2=1 and Q22_2_3=1 and Q23_1_1=1 and Q23_1_2=1 and Q23_1_3=1 and Q23_2_1=1 and Q23_2_2=1 and Q23_2_3=1 and Q23_3_1=1 and Q23_3_2=1 and Q23_3_3=1 and Q23_4_1=1 and Q23_4_2=1 and Q23_4_3=1     then TOB_SLIM1 = 1; else if Q21_1_1=2 or Q21_1_2=2 or Q21_1_3=2 or Q21_2_1=2 or Q21_2_2=2 or Q21_2_3=2 or Q21_3_1=2 or Q21_3_2=2 or Q21_3_3=2 or Q21_4_1=2 or Q21_4_2=2 or Q21_4_3=2 or Q22_1_1=2 or Q22_1_2=2 or Q22_1_3=2 or Q22_2_1=2 or Q22_2_2=2 or Q22_2_3=2 or Q23_1_1=2 or Q23_1_2=2 or Q23_1_3=2 or Q23_2_1=2 or Q23_2_2=2 or Q23_2_3=2 or Q23_3_1=2 or Q23_3_2=2 or Q23_3_3=2 or Q23_4_1=2 or Q23_4_2=2 or Q23_4_3=2     then TOB_SLIM1 = 2;  if Q20 = 2 then TOB_SLIM1 = 2 ; </pre>

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TOB_SLIM2	
Numerator:	Respondents who answered A to Q24_1, Q24_2, Q24_3, Q25, Q29 and who answered B, C, D, E for Q26 and who answered A to one of Q27_2 or Q27_4 and who answered D for Q28_1 and who answered D for one of Q28_2, Q28_4, or Q28_5
Denominator:	Respondents who answered A to Q24_1, Q24_2, Q24_3, Q25, Q29 and who answered B, C, D, E for Q26 and who answered A to one of Q27_2 or Q27_4 and who answered D for Q28_1 and who answered D for one of Q28_2, Q28_4, or Q28_5 and who answered B or C to any of Q24_1, Q24_2, Q24_3 or who answered B to any of Q25, Q27_2, Q27_4 or Q29 or who answered A to Q26 or who answered A, B, C for Q28_1 or who answered A, B, C for all of Q28_2, Q28_4, and Q28_5
Summary text:	Percentage of schools that implement a tobacco-use prevention policy in all of the following ways: <ul style="list-style-type: none"> <li>• Provide visible signage</li> <li>• Communicate the policy to students, staff, and visitors</li> <li>• Designate an individual responsible for enforcement</li> <li>• Have a process in place for addressing violations</li> <li>• Use remedial rather than punitive sanctions for violators</li> <li>• Tailor consequences to the severity and frequency of the violation</li> <li>• Communicate student violations to their parents and families</li> </ul>
Variable label:	TOB2 ways to implement tobacco policy
Dependence:	Depends on Q24_1-Q24_3, Q25, Q26, Q27_2, Q27_4, Q28_1 Q28_2, Q28_4, Q28_5, Q29
Threshold:	All Schools=37 and By Grade Level=10
SAS code :	<pre> cnt_28=.; cnt_28= Sum(cnt_28, Q28_2^in(1,2,3,4) or Q28_4^in(1,2,3,4) or Q28_5^in(1,2,3,4)); if Q24_1=1 and Q24_2=1 and Q24_3=1 and Q25=1 and Q26 in (2,3,4,5) and (Q27_2=1 or Q27_4=1) and Q28_1=4 and (Q28_2=4 or Q28_4=4 or Q28_5=4) and Q29=1 then TOB_SLIM2=1; else if Q24_1=1 and Q24_2=1 and Q24_3=1 and Q25=1 and Q26 in (2,3,4,5) and (Q27_2=1 or Q27_4=1) and Q28_1=4 and (Q28_2^=4 or Q28_4^=4 or Q28_5^=4) and cnt_28&gt;=1 and Q29=1 then TOB_SLIM2=.; else if Q24_1 in (2,3) or Q24_2 in (2,3) or Q24_3 in (2,3) or Q25=2 or Q26=1 or (Q27_2=2 and Q27_4=2) or Q28_1 in (1,2,3) or (Q28_2 in (1,2,3) and Q28_4 in (1,2,3) and Q28_5 in (1,2,3) ) or Q29=2 then TOB_SLIM2=2; </pre>

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<b>TOB_SLIM4</b>	
Numerator:	Respondents who answered A to both Q30_1 and Q30_2
Denominator:	Respondents who answered A to both Q30_1 and Q30_2 or who answered B to either of Q30_1 or Q30_2
Summary text:	Percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts in the following ways: <ul style="list-style-type: none"> <li>• Gathering and sharing information about mass-media messages or community-based tobacco-use prevention efforts with students and families</li> <li>• Working with local agencies and organizations to plan and implement events or programs intended to reduce tobacco use</li> </ul>
Variable Label:	TOB4 coordinate tobacco messages with community
Dependence:	Depends on Q30_1 and Q30_2
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q30_1 = 1 and Q30_2 = 1 then TOB_SLIM4=1; else if Q30_1 = 2 or Q30_2 = 2 then TOB_SLIM4=2;
<b>TOB_SLIM5</b>	
Numerator:	Respondents who answered A to either of Q31_1 or Q32_1 and who answered A to either of Q31_2 or Q32_2
Denominator:	Respondents who answered A to either of Q31_1 or Q32_1 and who answered A to either of Q31_2 or Q32_2 or who answered B to both Q31_1 and Q32_1 or who answered B to both of Q31_2 and Q32_2
Summary text:	The percentage of schools that provide tobacco-use cessation services to faculty, staff, and students through direct service at school or arrangements with providers not on school property
Variable label:	TOB5 provide tobacco cessation services
Dependence:	Depends on Q31_1, Q31_2, Q32_1, Q32_2
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if (Q31_1=1 or Q32_1=1) and (Q31_2=1 or Q32_2=1) then TOB_SLIM5=1; else if (Q31_1=2 and Q32_1=2) or (Q31_2=2 and Q32_2=2) then TOB_SLIM5=2;
<b>ASTHMA_SLIM1</b>	
Numerator:	Respondents who answered A to Q1_4
Denominator:	Respondents who answered A or B to Q1_4
Summary text:	Percentage of schools that have ever assessed their asthma policies, activities, and programs by using the School Health Index or similar self-assessment tool
Variable label:	ASTHMA1 School Health Index to assess asthma
Dependence:	Depends on Q1_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q1_4 = 1 then ASTHMA_SLIM1=1; else if Q1_4 = 2 then ASTHMA_SLIM1=2;

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ASTHMA_SLIM2_v08	
Numerator:	Respondents who answered A to either of Q48_5 or Q49_5
Denominator:	Respondents who answered A to either of Q48_5 or Q49_5 or who answered B to both Q48_5 and Q49_5
Summary text:	Percentage of schools in which students' family or community members have helped develop or implement asthma management policies and programs
Variable label:	ASTHMA2 family/community help develop policies
Dependence:	Depends on Q48_5 and Q49_5
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q48_5 = 1 or Q49_5 = 1 then ASTHMA_SLIM2_v08=1; else if Q48_5 = 2 and Q49_5 = 2 then ASTHMA_SLIM2_v08=2;
ASTHMA_SLIM2_v10	
Numerator:	Respondents who answered A to both of Q48_5 and Q49_5
Denominator:	Respondents who answered A to both of Q48_5 and Q49_5 or who answered B to either of Q48_5 and Q49_5
Summary text:	Percentage of schools in which students' family and community members have helped develop or implement asthma management policies and programs
Variable label:	ASTHMA2 family/community help develop policies
Dependence:	Depends on q48_5 and Q49_5
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q48_5 = 1 and Q49_5 = 1 then ASTHMA_SLIM2_v10=1; else if Q48_5 = 2 or Q49_5 = 2 then ASTHMA_SLIM2_v10=2;
ASTHMA_SLIM3	
Numerator:	Respondents who answered B to Q41
Denominator:	Respondents who answered A, B, C, D, or E to Q41
Summary text:	Percentage of schools that have on file an asthma action plan for all students with known asthma
Variable label:	ASTHMA3 asthma action plan on file
Dependence:	Depends on Q41
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q41 = 2 then ASTHMA_SLIM3=1; else if Q41 in (1, 3, 4, 5) then ASTHMA_SLIM3=2;
ASTHMA_SLIM4	
Numerator:	Respondents who answered A to Q46_1 and Q46_2 and B, C, D, or E for Q47
Denominator:	Respondents who answered A to Q46_1 and Q46_2 and B, C, D, or E for Q47 and B to either Q46_1 or Q46_2 or A to Q47
Summary text:	Percentage of schools that implement a policy permitting students to carry and self administer asthma medications in both of the following ways: <ul style="list-style-type: none"> <li>• Communicate the policy to students, parents, and families</li> <li>• Designate an individual responsible for implementing the policy</li> </ul>
Variable label:	ASTHMA4 policy self administer medications
Dependence:	Depends on Q45, Q46_1, Q46_2, and Q47
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	if Q45 = 2 or Q46_1 = 2 or Q46_2 = 2 or Q47 = 1 then ASTHMA_SLIM4=2; else if Q46_1=1 and Q46_2=1 and Q47 in (2, 3, 4, 5) then ASTHMA_SLIM4=1;



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ASTHMA_SLIM5	
Numerator:	Respondents who answered A or B to Q44
Denominator:	Respondents who answered A, B, C, or D to Q44
Summary text:	Percentage of schools requiring that all school staff members receive training on recognizing and responding to severe asthma symptoms that require immediate action, as a part of annual staff development
Variable label:	ASTHMA5 staff training on asthma
Dependence:	Depends on Q44
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q44 = 1 or Q44 = 2 then ASTHMA_SLIM5=1; else if Q44 = 3 or Q44 = 4 then ASTHMA_SLIM5=2;
ASTHMA_SLIM6	
Numerator:	Respondents who answered A to Q40
Denominator:	Respondents who answered A or B to Q40
Summary text:	Percentage of schools that have a full-time registered school nurse on-site during school hours
Variable label:	ASTHMA6 full-time nurse during school
Dependence:	Depends on Q40
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q40 = 1 then ASTHMA_SLIM6=1; else if Q40 = 2 then ASTHMA_SLIM6=2;
ASTHMA_SLIM9	
Numerator:	Respondents who answered A to at least three of Q42_2-Q42_7
Denominator:	Respondents who answered A to at least three of Q42_2-Q42_7 and who answered B to two or fewer of Q42_2-Q42_7
Summary text:	Percentage of schools that identify students with poorly controlled asthma by keeping track of them in at least three of the following ways: <ul style="list-style-type: none"> <li>• Frequent absences from school</li> <li>• Frequent visits to the school health office due to asthma</li> <li>• Frequent asthma symptoms at school</li> <li>• Frequent non-participation in physical education class due to asthma</li> <li>• Students sent home early due to asthma</li> <li>• Calls from school to 911, or other local emergency numbers, due to asthma</li> </ul>
Variable label:	ASTHMA9 identify asthma by tracking
Dependence:	Depends on Q42_2-Q42_7
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	array PQ42(6) Q42_2-Q42_7; cnt=.; flg=.; cdm=.; do i = 1 to 6; cnt = sum(cnt,PQ42(i)=1); flg = sum(flg,PQ42(i) ^in (1,2,.C)); cdm = sum(cdm,PQ42(i)=.C); if flg>=1 or cdm=6 then ASTHMA_SLIM9=.; else if cnt>=3 then ASTHMA_SLIM9=1; else ASTHMA_SLIM9=2; end;

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ASTHMA_SLIM10	
Numerator:	Respondents who answered A to all of Q43_1-Q43_9
Denominator:	Respondents who answered A to all of Q43_1-Q43_9 or who answered B to any of Q43_1-Q43_9
Summary text:	<p>Percentage of schools that provide intensive case management for students with poorly controlled asthma at school. These intensive services should include all of the following:</p> <ul style="list-style-type: none"> <li>• Providing referrals to primary healthcare clinicians or child health insurance programs</li> <li>• Ensuring an appropriate written asthma action plan is obtained</li> <li>• Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school</li> <li>• Offering asthma education for the student with asthma</li> <li>• Minimizing asthma triggers in the school environment</li> <li>• Addressing social and emotional issues related to asthma</li> <li>• Providing additional psychosocial counseling or support services as needed</li> <li>• Ensuring access to safe, enjoyable physical education and activity</li> <li>• Ensuring access to preventive medications before physical activity</li> </ul>
Variable label:	ASTHMA10 intensive case management for asthma
Dependence:	Depends on Q43_1-Q43_9
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<p>if Q43_1 = 1 and Q43_2 = 1 and Q43_3 = 1 and Q43_4 = 1 and Q43_5 = 1 and Q43_6 = 1 and Q43_7 = 1 and Q43_8 = 1 and Q43_9 = 1 then ASTHMA_SLIM10=1; else if Q43_1 = 2 or Q43_2 = 2 or Q43_3 = 2 or Q43_4 = 2 or Q43_5 = 2 or Q43_6 = 2 or Q43_7 = 2 or Q43_8 = 2 or Q43_9 = 2 then ASTHMA_SLIM10=2;</p>
Q23N	
Variable label: Tobacco-free school environment	
See TOB_SLIM 1	

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### 3. Teacher Standard Variables

Each standard question can be analyzed as a dichotomous variable. The dichotomous variables present the percentage of lead health education teacher answering the predetermined response of interest (ROI). Teachers answering the ROI are in the numerator. The denominator is either all teachers or a subset of teachers who have indicated in the current survey the school has a particular program. Teachers must have provided valid data to be included in any dichotomous variable calculations. Teachers with missing responses or who had their answers cleaned during consistency editing are not included. The dichotomous variable results are presented in the tables and graphs in your Profiles report.

The following table provides the question and response options for each survey variable and the derivation of its dichotomous variable. The numerator and the denominator of the dichotomous variable are defined below the survey variable. The summary text appearing in the title of the tables for each dichotomous variable is also listed. The threshold for reporting frequencies and percentages is provided. The thresholds for reporting depend on whether the result is reported by grade level category or for all schools and on whether there is a skip pattern that involves the question being processed. When the denominator frequency of the dichotomous variable is less than the threshold, data are suppressed for reporting.

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Q1.	How many required health education courses do students take in grades 6 through 12 in your school? (Mark one response.)
A.	0 courses →Skip to Question 4
B.	1 course
C.	2 courses
D.	3 courses
E.	4 or more courses
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q1
Denominator:	Respondents who answered A, B, C, D, or E for Q1
Summary text:	Percentage of schools in which students take ROI required health education courses. For example, (ROI is B). Percentage of schools in which students take 1 required health education courses.
Variable label:	Number of required health education courses in grades 6-12
Threshold:	All Schools=55 and By Grade Level=19
Q2_1.	Is a required health education course taught in grade 6 in your school?
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q2_1
Denominator:	Respondents who answered A or B for Q2_1 or respondents who answered A for Q1. Respondents who answered C for Q2_1 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 6*
Footnote:	*Among schools with students in grade 6
Variable label:	Health education required in grade 6
Threshold:	All Schools=37 and By Grade Level=10
Q2_2.	Is a required health education course taught in grade 7 in your school?
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q2_2
Denominator:	Respondents who answered A or B for Q2_2 or respondents who answered A for Q1. Respondents who answered C for Q2_2 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 7*
Footnote:	*Among schools with students in grade 7
Variable label:	Health education required in grade 7
Threshold:	All Schools=37 and By Grade Level=10

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Q2_3. Is a required health education course taught in grade 8 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q2_3
Denominator:	Respondents who answered A or B for Q2_3 or respondents who answered A for Q1. Respondents who answered C for Q2_3 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 8*
Footnote:	*Among schools with students in grade 8
Variable label:	Health education required in grade 8
Threshold:	All Schools=37 and By Grade Level=10
Q2_4. Is a required health education course taught in grade 9 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q2_4
Denominator:	Respondents who answered A or B for Q2_4 or respondents who answered A for Q1. Respondents who answered C for Q2_4 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 9*
Footnote:	*Among schools with students in grade 9
Variable label:	Health education required in grade 9
Threshold:	All Schools=37 and By Grade Level=10
Q2_5. Is a required health education course taught in grade 10 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q2_5
Denominator:	Respondents who answered A or B for Q2_5 or respondents who answered A for Q1. Respondents who answered C for Q2_5 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 10*
Footnote:	*Among schools with students in grade 10
Variable label:	Health education required in grade 10
Threshold:	All Schools=37 and By Grade Level=10
Q2_6. Is a required health education course taught in grade 11 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q2_6
Denominator:	Respondents who answered A or B for Q2_6 or respondents who answered A for Q1. Respondents who answered C for Q2_6 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 11*
Footnote:	*Among schools with students in grade 11
Variable label:	Health education required in grade 11
Threshold:	All Schools=37 and By Grade Level=10

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Q2_7. Is a required health education course taught in grade 12 in your school?	
A.	Yes
B.	No
C.	Grade not taught in your school
Numerator:	Respondents who answered A for Q2_7
Denominator:	Respondents who answered A or B for Q2_7 or respondents who answered A for Q1. Respondents who answered C for Q2_7 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 12*
Footnote:	*Among schools with students in grade 12
Variable label:	Health education required in grade 12
Threshold:	All Schools=37 and By Grade Level=10
Q3. If students fail a required health education course, are they required to repeat it?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q3
Denominator:	Respondents who answered A or B for Q3
Summary text:	Percentage of schools that require students who fail a required health education course to repeat it*
Footnote:	*Among those schools in which students take one or more required health education courses in any of grades 6 through 12
Variable label:	Failed health education course required to repeat
Threshold:	All Schools=37 and By Grade Level=10
Q4_1. Are those who teach health education at your school provided with goals, objectives, and expected outcomes for health education?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q4_1
Denominator:	Respondents who answered A or B for Q4_1
Summary text:	Percentage of schools in which those who teach health education are provided with goals, objectives, and expected outcomes for health education
Variable label:	Provided goals, objectives, and expected outcomes for health education
Threshold:	All Schools=55 and By Grade Level=19
Q4_2. Are those who teach health education at your school provided a chart describing the annual scope and sequence of instruction for health education?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q4_2
Denominator:	Respondents who answered A or B for Q4_2
Summary text:	Percentage of schools in which those who teach health education are provided with a chart describing the annual scope and sequence of instruction for health education
Variable label:	Provided a chart describing the annual scope and sequence of instruction for health education
Threshold:	All Schools=55 and By Grade Level=19

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Q4_3. Are those who teach health education at your school provided plans for how to assess student performance in health education?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q4_3
Denominator:	Respondents who answered A or B for Q4_3
Summary text:	Percentage of schools in which those who teach health education are provided with plans for how to assess student performance in health education
Variable label:	Provided plans for how to assess student performance in health education
Threshold:	All Schools=55 and By Grade Level=19
Q4_4. Are those who teach health education at your school provided a written health education curriculum?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q4_4
Denominator:	Respondents who answered A or B for Q4_4
Summary text:	Percentage of schools in which those who teach health education are provided with a written health education curriculum
Variable label:	Provided a written health education curriculum
Threshold:	All Schools=55 and By Grade Level=19
Q5_1. Does your health education curriculum address comprehending concepts related to health promotion and disease prevention to enhance health?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q5_1
Denominator:	Respondents who answered A, B, or C for Q5_1
Summary text:	Percentage of schools in which the health education curriculum addresses comprehending concepts related to health promotion and disease prevention to enhance health
Variable label:	Health education addresses comprehending concepts related to health promotion and disease prevention to enhance health
Threshold:	All Schools=55 and By Grade Level=19

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Q5_2. Does your health education curriculum address analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q5_2
Denominator:	Respondents who answered A, B, or C for Q5_2
Summary text:	Percentage of schools in which the health education curriculum addresses analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors
Variable label:	Health education addresses analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors
Threshold:	All Schools=55 and By Grade Level=19
Q5_3. Does your health education curriculum address accessing valid information and products and services to enhance health?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q5_3
Denominator:	Respondents who answered A, B, or C for Q5_3
Summary text:	Percentage of schools in which the health education curriculum addresses accessing valid information and products and services to enhance health
Variable label:	Health education addresses accessing valid information and products and services to enhance health
Threshold:	All Schools=55 and By Grade Level=19
Q5_4. Does your health education curriculum address using interpersonal communication skills to enhance health and avoid or reduce health risks?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q5_4
Denominator:	Respondents who answered A, B, or C for Q5_4
Summary text:	Percentage of schools in which the health education curriculum addresses using interpersonal communication skills to enhance health and avoid or reduce health risks
Variable label:	Health education addresses using interpersonal communication skills to enhance health and avoid or reduce health risks
Threshold:	All Schools=55 and By Grade Level=19



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Q5_5. Does your health education curriculum address using decision-making skills to enhance health?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q5_5
Denominator:	Respondents who answered A, B, or C for Q5_5
Summary text:	Percentage of schools in which the health education curriculum addresses using decision-making skills to enhance health
Variable label:	Health education addresses using decision-making skills to enhance health
Threshold:	All Schools=55 and By Grade Level=19
Q5_6. Does your health education curriculum address using goal-setting skills to enhance health?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q5_6
Denominator:	Respondents who answered A, B, or C for Q5_6
Summary text:	Percentage of schools in which the health education curriculum addresses using goal-setting skills to enhance health
Variable label:	Health education addresses using goal-setting skills to enhance health
Threshold:	All Schools=55 and By Grade Level=19
Q5_7. Does your health education curriculum address practicing health-enhancing behaviors to avoid or reduce risks?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q5_7
Denominator:	Respondents who answered A, B, or C for Q5_7
Summary text:	Percentage of schools in which the health education curriculum addresses practicing health-enhancing behaviors to avoid or reduce risks
Variable label:	Health education addresses practicing health-enhancing behaviors to avoid or reduce risks
Threshold:	All Schools=55 and By Grade Level=19
Q5_8. Does your health education curriculum address advocating for personal, family, and community health?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q5_8
Denominator:	Respondents who answered A, B, or C for Q5_8
Summary text:	Percentage of schools in which the health education curriculum addresses advocating for personal, family, and community health
Variable label:	Health education addresses advocating for personal, family, and community health
Threshold:	All Schools=55 and By Grade Level=19

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Q6.	Is health education instruction required for students in any of grades 6 through 12 in your school?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q6
Denominator:	Respondents who answered A or B for Q6
Summary text:	Percentage of schools in which health education instruction is required for students in any of grades 6 through 12
Variable label:	Health education required for any of grades 6-12
Threshold:	All Schools=55 and By Grade Level=19
Q7_1.	During this school year, have teachers in your school tried to increase student knowledge on alcohol- or other drug-use prevention in a required course in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_1
Denominator:	Respondents who answered A or B for Q7_1
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on alcohol- or other drug-use prevention in a required course in any of grades 6 through 12
Variable label:	Taught alcohol- or other drug-use prevention
Threshold:	All Schools=55 and By Grade Level=19
Q7_2.	During this school year, have teachers in your school tried to increase student knowledge on asthma in a required course in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_2
Denominator:	Respondents who answered A or B for Q7_2
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on asthma in a required course in any of grades 6 through 12
Variable label:	Taught asthma
Threshold:	All Schools=55 and By Grade Level=19
Q7_3.	During this school year, have teachers in your school tried to increase student knowledge on emotional and mental health in a required course in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_3
Denominator:	Respondents who answered A or B for Q7_3
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on emotional and mental health in a required course in any of grades 6 through 12
Variable label:	Taught emotional and mental health
Threshold:	All Schools=55 and By Grade Level=19

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<p>Q7_4. During this school year, have teachers in your school tried to increase student knowledge on foodborne illness prevention in a required course in any of grades 6 through 12?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q7_4 Denominator: Respondents who answered A or B for Q7_4 Summary text: Percentage of schools in which teachers tried to increase student knowledge on foodborne illness prevention in a required course in any of grades 6 through 12 Variable label: Taught foodborne illness prevention Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q7_5. During this school year, have teachers in your school tried to increase student knowledge on human immunodeficiency virus (HIV) prevention in a required course in any of grades 6 through 12?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q7_5 Denominator: Respondents who answered A or B for Q7_5 Summary text: Percentage of schools in which teachers tried to increase student knowledge on human immunodeficiency virus (HIV) prevention in a required course in any of grades 6 through 12 Variable label: Taught human immunodeficiency virus (HIV) prevention Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q7_6. During this school year, have teachers in your school tried to increase student knowledge on human sexuality in a required course in any of grades 6 through 12?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q7_6 Denominator: Respondents who answered A or B for Q7_6 Summary text: Percentage of schools in which teachers tried to increase student knowledge on human sexuality in a required course in any of grades 6 through 12 Variable label: Taught human sexuality Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q7_7. During this school year, have teachers in your school tried to increase student knowledge on injury prevention and safety in a required course in any of grades 6 through 12?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q7_7 Denominator: Respondents who answered A or B for Q7_7 Summary text: Percentage of schools in which teachers tried to increase student knowledge on injury prevention and safety in a required course in any of grades 6 through 12 Variable label: Taught injury prevention and safety Threshold: All Schools=55 and By Grade Level=19</p>	

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Q7_8. During this school year, have teachers in your school tried to increase student knowledge on nutrition and dietary behavior in a required course in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_8
Denominator:	Respondents who answered A or B for Q7_8
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on nutrition and dietary behavior in a required course in any of grades 6 through 12
Variable label:	Taught nutrition and dietary behavior
Threshold:	All Schools=55 and By Grade Level=19
Q7_9. During this school year, have teachers in your school tried to increase student knowledge on physical activity and fitness in a required course in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_9
Denominator:	Respondents who answered A or B for Q7_9
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on physical activity and fitness in a required course in any of grades 6 through 12
Variable label:	Taught physical activity and fitness
Threshold:	All Schools=55 and By Grade Level=19
Q7_10. During this school year, have teachers in your school tried to increase student knowledge on pregnancy prevention in a required course in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_10
Denominator:	Respondents who answered A or B for Q7_10
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on pregnancy prevention in a required course in any of grades 6 through 12
Variable label:	Taught pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19
Q7_11. During this school year, have teachers in your school tried to increase student knowledge on sexually transmitted disease (STD) prevention in a required course in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_11
Denominator:	Respondents who answered A or B for Q7_11
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on sexually transmitted disease (STD) prevention in a required course in any of grades 6 through 12
Variable label:	Taught sexually transmitted disease (STD) prevention
Threshold:	All Schools=55 and By Grade Level=19

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Q7_12. During this school year, have teachers in your school tried to increase student knowledge on suicide prevention in a required course in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_12
Denominator:	Respondents who answered A or B for Q7_12
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on suicide prevention in a required course in any of grades 6 through 12
Variable label:	Taught suicide prevention
Threshold:	All Schools=55 and By Grade Level=19
Q7_13. During this school year, have teachers in your school tried to increase student knowledge on tobacco-use prevention in a required course in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_13
Denominator:	Respondents who answered A or B for Q7_13
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on tobacco-use prevention in a required course in any of grades 6 through 12
Variable label:	Taught tobacco-use prevention
Threshold:	All Schools=55 and By Grade Level=19
Q7_14. During this school year, have teachers in your school tried to increase student knowledge on violence prevention (e.g., bullying, fighting, or homicide) in a required course in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q7_14
Denominator:	Respondents who answered A or B for Q7_14
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on violence prevention (e.g., bullying, fighting, or homicide) in a required course in any of grades 6 through 12
Variable label:	Taught violence prevention (e.g., bullying, fighting, or homicide)
Threshold:	All Schools=55 and By Grade Level=19
Q8_1. During this school year, did teachers in your school teach identifying tobacco products and the harmful substances they contain in a required course for students in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8_1
Denominator:	Respondents who answered A or B for Q8_1
Summary text:	Percentage of schools in which teachers taught identifying tobacco products and the harmful substances they contain in a required course for students in any of grades 6 through 12
Variable label:	Taught identifying tobacco products and the harmful substances they contain
Threshold:	All Schools=55 and By Grade Level=19

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<p>Q8_2. During this school year, did teachers in your school teach identifying short and long-term health consequences of tobacco use in a required course for students in any of grades 6 through 12?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q8_2 Denominator: Respondents who answered A or B for Q8_2 Summary text: Percentage of schools in which teachers taught identifying short and long-term health consequences of tobacco use in a required course for students in any of grades 6 through 12 Variable label: Taught identifying short and long-term health consequences of tobacco use Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q8_3. During this school year, did teachers in your school teach identifying legal, social, economic, and cosmetic consequences of tobacco use in a required course for students in any of grades 6 through 12?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q8_3 Denominator: Respondents who answered A or B for Q8_3 Summary text: Percentage of schools in which teachers taught identifying legal, social, economic, and cosmetic consequences of tobacco use in a required course for students in any of grades 6 through 12 Variable label: Taught identifying legal, social, economic, and cosmetic consequences of tobacco use Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q8_4. During this school year, did teachers in your school teach understanding the addictive nature of nicotine in a required course for students in any of grades 6 through 12?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q8_4 Denominator: Respondents who answered A or B for Q8_4 Summary text: Percentage of schools in which teachers taught understanding the addictive nature of nicotine in a required course for students in any of grades 6 through 12 Variable label: Taught understanding the addictive nature of nicotine Threshold: All Schools=55 and By Grade Level=19</p>	
<p>Q8_5. During this school year, did teachers in your school teach effects of tobacco use on athletic performance in a required course for students in any of grades 6 through 12?</p> <p>A. Yes B. No</p> <p>Numerator: Respondents who answered A for Q8_5 Denominator: Respondents who answered A or B for Q8_5 Summary text: Percentage of schools in which teachers taught effects of tobacco use on athletic performance in a required course for students in any of grades 6 through 12 Variable label: Taught effects of tobacco use on athletic performance Threshold: All Schools=55 and By Grade Level=19</p>	

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<p>Q8_6. During this school year, did teachers in your school teach effects of second-hand smoke and benefits of a smoke-free environment in a required course for students in any of grades 6 through 12?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q8_6
Denominator:	Respondents who answered A or B for Q8_6
Summary text:	Percentage of schools in which teachers taught effects of second-hand smoke and benefits of a smoke-free environment in a required course for students in any of grades 6 through 12
Variable label:	Taught effects of second-hand smoke and benefits of a smoke-free environment
Threshold:	All Schools=55 and By Grade Level=19
<p>Q8_7. During this school year, did teachers in your school teach understanding the social influences on tobacco use, including media, family, peers, and culture in a required course for students in any of grades 6 through 12?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q8_7
Denominator:	Respondents who answered A or B for Q8_7
Summary text:	Percentage of schools in which teachers taught understanding the social influences on tobacco use, including media, family, peers, and culture in a required course for students in any of grades 6 through 12
Variable label:	Taught understanding the social influences on tobacco use, including media, family, peers, and culture
Threshold:	All Schools=55 and By Grade Level=19
<p>Q8_8. During this school year, did teachers in your school teach identifying reasons why students do and do not use tobacco in a required course for students in any of grades 6 through 12?</p> <p>A. Yes B. No</p>	
Numerator:	Respondents who answered A for Q8_8
Denominator:	Respondents who answered A or B for Q8_8
Summary text:	Percentage of schools in which teachers taught identifying reasons why students do and do not use tobacco in a required course for students in any of grades 6 through 12
Variable label:	Taught identifying reasons why students do and do not use tobacco
Threshold:	All Schools=55 and By Grade Level=19

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Q8_9. During this school year, did teachers in your school teach making accurate assessments of how many peers use tobacco in a required course for students in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8_9
Denominator:	Respondents who answered A or B for Q8_9
Summary text:	Percentage of schools in which teachers taught making accurate assessments of how many peers use tobacco in a required course for students in any of grades 6 through 12
Variable label:	Taught making accurate assessments of how many peers use tobacco
Threshold:	All Schools=55 and By Grade Level=19
Q8_10. During this school year, did teachers in your school teach using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness) in a required course for students in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8_10
Denominator:	Respondents who answered A or B for Q8_10
Summary text:	Percentage of schools in which teachers taught using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness) in a required course for students in any of grades 6 through 12
Variable label:	Taught using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)
Threshold:	All Schools=55 and By Grade Level=19
Q8_11. During this school year, did teachers in your school teach using goal-setting and decision-making skills related to not using tobacco in a required course for students in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8_11
Denominator:	Respondents who answered A or B for Q8_11
Summary text:	Percentage of schools in which in which teachers taught using goal-setting and decision-making skills related to not using tobacco in a required course for students in any of grades 6 through 12
Variable label:	Taught using goal-setting and decision-making skills related to not using tobacco
Threshold:	All Schools=55 and By Grade Level=19



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Q8_12. During this school year, did teachers in your school teach using finding valid information and services related to tobacco-use prevention and cessation in a required course for students in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8_12
Denominator:	Respondents who answered A or B for Q8_12
Summary text:	Percentage of schools in which teachers taught using finding valid information and services related to tobacco-use prevention and cessation in a required course for students in any of grades 6 through 12
Variable label:	Taught using finding valid information and services related to tobacco-use prevention and cessation
Threshold:	All Schools=55 and By Grade Level=19
Q8_13. During this school year, did teachers in your school teach supporting others who abstain from or want to quit using tobacco in a required course for students in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8_13
Denominator:	Respondents who answered A or B for Q8_13
Summary text:	Percentage of schools in which teachers taught supporting others who abstain from or want to quit using tobacco in a required course for students in any of grades 6 through 12
Variable label:	Taught supporting others who abstain from or want to quit using tobacco
Threshold:	All Schools=55 and By Grade Level=19
Q8_14. During this school year, did teachers in your school teach supporting school and community action to support a tobacco-free environment in a required course for students in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8_14
Denominator:	Respondents who answered A or B for Q8_14
Summary text:	Percentage of schools in which teachers taught supporting school and community action to support a tobacco-free environment in a required course for students in any of grades 6 through 12
Variable label:	Taught supporting school and community action to support a tobacco-free environment
Threshold:	All Schools=55 and By Grade Level=19

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Q8_15. During this school year, did teachers in your school teach identifying harmful effects of tobacco use on fetal development in a required course for students in any of grades 6 through 12?	
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q8_15
Denominator:	Respondents who answered A or B for Q8_15
Summary text:	Percentage of schools in which teachers taught identifying harmful effects of tobacco use on fetal development in a required course for students in any of grades 6 through 12
Variable label:	Taught identifying harmful effects of tobacco use on fetal development
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_1. During this school year, did teachers in your school teach the differences between HIV and AIDS in a required course for students in grades 6, 7, or 8?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_1
Denominator:	Respondents who answered A or B for Q9_1_1. Respondents who answered C for Q9_1_1 are excluded.
Summary text:	Percentage of schools in which teachers taught the differences between HIV and AIDS in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught the differences between HIV and AIDS in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_2. During this school year, did teachers in your school teach how HIV and other STDs are transmitted in a required course for students in grades 6, 7, or 8?	
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_2
Denominator:	Respondents who answered A or B for Q9_1_2. Respondents who answered C for Q9_1_2 are excluded.
Summary text:	Percentage of schools in which teachers taught how HIV and other STDs are transmitted in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught how HIV and other STDs are transmitted in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19

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Q9_1_3.	During this school year, did teachers in your school teach how HIV and other STDs are diagnosed and treated in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_3
Denominator:	Respondents who answered A or B for Q9_1_3. Respondents who answered C for Q9_1_3 are excluded.
Summary text:	Percentage of schools in which teachers taught how HIV and other STDs are diagnosed and treated in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught how HIV and other STDs are diagnosed and treated in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_4.	During this school year, did teachers in your school teach health consequences of HIV, other STDs, and pregnancy in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_4
Denominator:	Respondents who answered A or B for Q9_1_4. Respondents who answered C for Q9_1_4 are excluded.
Summary text:	Percentage of schools in which teachers taught health consequences of HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught health consequences of HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_5.	During this school year, did teachers in your school teach the relationship among HIV, other STDs, and pregnancy in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_5
Denominator:	Respondents who answered A or B for Q9_1_5. Respondents who answered C for Q9_1_5 are excluded.
Summary text:	Percentage of schools in which teachers taught the relationship among HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught the relationship among HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19

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Q9_1_6.	During this school year, did teachers in your school teach the relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_6
Denominator:	Respondents who answered A or B for Q9_1_6. Respondents who answered C for Q9_1_6 are excluded.
Summary text:	Percentage of schools in which teachers taught the relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught the relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_7.	During this school year, did teachers in your school teach the benefits of being sexually abstinent in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_7
Denominator:	Respondents who answered A or B for Q9_1_7. Respondents who answered C for Q9_1_7 are excluded.
Summary text:	Percentage of schools in which teachers taught the benefits of being sexually abstinent in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught the benefits of being sexually abstinent in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_8.	During this school year, did teachers in your school teach how to prevent HIV, other STDs, and pregnancy in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_8
Denominator:	Respondents who answered A or B for Q9_1_8. Respondents who answered C for Q9_1_8 are excluded.
Summary text:	Percentage of schools in which teachers taught how to prevent HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught how to prevent HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19

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Q9_1_9.	During this school year, did teachers in your school teach how to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_9
Denominator:	Respondents who answered A or B for Q9_1_9. Respondents who answered C for Q9_1_9 are excluded.
Summary text:	Percentage of schools in which teachers taught how to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught how to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_10.	During this school year, did teachers in your school teach the influences of media, family, and social and cultural norms on sexual behavior in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_10
Denominator:	Respondents who answered A or B for Q9_1_10. Respondents who answered C for Q9_1_10 are excluded.
Summary text:	Percentage of schools in which teachers taught the influences of media, family, and social and cultural norms on sexual behavior in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught the influences of media, family, and social and cultural norms on sexual behavior in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19

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Q9_1_11.	During this school year, did teachers in your school teach communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_11
Denominator:	Respondents who answered A or B for Q9_1_11. Respondents who answered C for Q9_1_11 are excluded.
Summary text:	Percentage of schools in which teachers taught communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_12.	During this school year, did teachers in your school teach goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_12
Denominator:	Respondents who answered A or B for Q9_1_12. Respondents who answered C for Q9_1_12 are excluded.
Summary text:	Percentage of schools in which teachers taught goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_13.	During this school year, did teachers in your school teach compassion for persons living with HIV or AIDS in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_13
Denominator:	Respondents who answered A or B for Q9_1_13. Respondents who answered C for Q9_1_13 are excluded.
Summary text:	Percentage of schools in which teachers taught compassion for persons living with HIV or AIDS in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught compassion for persons living with HIV or AIDS in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19

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Q9_1_14.	During this school year, did teachers in your school teach efficacy of condoms, that is, how well condoms work and do not work in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_14
Denominator:	Respondents who answered A or B for Q9_1_14. Respondents who answered C for Q9_1_14 are excluded.
Summary text:	Percentage of schools in which teachers taught efficacy of condoms, that is, how well condoms work and do not work in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught efficacy of condoms, that is, how well condoms work and do not work in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_15.	During this school year, did teachers in your school teach the importance of using condoms consistently and correctly in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_15
Denominator:	Respondents who answered A or B for Q9_1_15. Respondents who answered C for Q9_1_15 are excluded.
Summary text:	Percentage of schools in which teachers taught the importance of using condoms consistently and correctly in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught the importance of using condoms consistently and correctly in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_1_16.	During this school year, did teachers in your school teach how to obtain condoms in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_16
Denominator:	Respondents who answered A or B for Q9_1_16. Respondents who answered C for Q9_1_16 are excluded.
Summary text:	Percentage of schools in which teachers taught how to obtain condoms in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught how to obtain condoms in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19

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Q9_1_17.	During this school year, did teachers in your school teach how to correctly use a condom in a required course for students in grades 6, 7, or 8?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_1_17
Denominator:	Respondents who answered A or B for Q9_1_17. Respondents who answered C for Q9_1_17 are excluded.
Summary text:	Percentage of schools in which teachers taught how to correctly use a condom in a required course for students in any of grades 6, 7, or 8
Variable label:	Taught how to correctly use a condom in a required course for students in any of grades 6, 7, or 8
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_1.	During this school year, did teachers in your school teach the differences between HIV and AIDS in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_1
Denominator:	Respondents who answered A or B for Q9_2_1. Respondents who answered C for Q9_2_1 are excluded.
Summary text:	Percentage of schools in which teachers taught the differences between HIV and AIDS in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught the differences between HIV and AIDS in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_2.	During this school year, did teachers in your school teach how HIV and other STDs are transmitted in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_2
Denominator:	Respondents who answered A or B for Q9_2_2. Respondents who answered C for Q9_2_2 are excluded.
Summary text:	Percentage of schools in which teachers taught how HIV and other STDs are transmitted in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught how HIV and other STDs are transmitted in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19



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Q9_2_3.	During this school year, did teachers in your school teach how HIV and other STDs are diagnosed and treated in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_3
Denominator:	Respondents who answered A or B for Q9_2_3. Respondents who answered C for Q9_2_3 are excluded.
Summary text:	Percentage of schools in which teachers taught how HIV and other STDs are diagnosed and treated in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught how HIV and other STDs are diagnosed and treated in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_4.	During this school year, did teachers in your school teach health consequences of HIV, other STDs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_4
Denominator:	Respondents who answered A or B for Q9_2_4. Respondents who answered C for Q9_2_4 are excluded.
Summary text:	Percentage of schools in which teachers taught health consequences of HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught health consequences of HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_5.	During this school year, did teachers in your school teach the relationship among HIV, other STDs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_5
Denominator:	Respondents who answered A or B for Q9_2_5. Respondents who answered C for Q9_2_5 are excluded.
Summary text:	Percentage of schools in which teachers taught the relationship among HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught the relationship among HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19

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Q9_2_6.	During this school year, did teachers in your school teach the relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_6
Denominator:	Respondents who answered A or B for Q9_2_6. Respondents who answered C for Q9_2_6 are excluded.
Summary text:	Percentage of schools in which teachers taught the relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught the relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_7.	During this school year, did teachers in your school teach the benefits of being sexually abstinent in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_7
Denominator:	Respondents who answered A or B for Q9_2_7. Respondents who answered C for Q9_2_7 are excluded.
Summary text:	Percentage of schools in which teachers taught the benefits of being sexually abstinent in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught the benefits of being sexually abstinent in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_8.	During this school year, did teachers in your school teach how to prevent HIV, other STDs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_8
Denominator:	Respondents who answered A or B for Q9_2_8. Respondents who answered C for Q9_2_8 are excluded.
Summary text:	Percentage of schools in which teachers taught how to prevent HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught how to prevent HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19

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Q9_2_9.	During this school year, did teachers in your school teach how to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?
	<p>A. Yes</p> <p>B. No</p> <p>C. NA</p>
Numerator:	Respondents who answered A for Q9_2_9
Denominator:	Respondents who answered A or B for Q9_2_9. Respondents who answered C for Q9_2_9 are excluded.
Summary text:	Percentage of schools in which teachers taught how to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught how to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_10.	During this school year, did teachers in your school teach the influences of media, family, and social and cultural norms on sexual behavior in a required course for students in grades 9, 10, 11, or 12?
	<p>A. Yes</p> <p>B. No</p> <p>C. NA</p>
Numerator:	Respondents who answered A for Q9_2_10
Denominator:	Respondents who answered A or B for Q9_2_10. Respondents who answered C for Q9_2_10 are excluded.
Summary text:	Percentage of schools in which teachers taught the influences of media, family, and social and cultural norms on sexual behavior in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught the influences of media, family, and social and cultural norms on sexual behavior in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19

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Q9_2_11.	During this school year, did teachers in your school teach communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_11
Denominator:	Respondents who answered A or B for Q9_2_11. Respondents who answered C for Q9_2_11 are excluded.
Summary text:	Percentage of schools in which teachers taught communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_12.	During this school year, did teachers in your school teach goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_12
Denominator:	Respondents who answered A or B for Q9_2_12. Respondents who answered C for Q9_2_12 are excluded.
Summary text:	Percentage of schools in which teachers taught goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_13.	During this school year, did teachers in your school teach compassion for persons living with HIV or AIDS in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_13
Denominator:	Respondents who answered A or B for Q9_2_13. Respondents who answered C for Q9_2_13 are excluded.
Summary text:	Percentage of schools in which teachers taught compassion for persons living with HIV or AIDS in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught compassion for persons living with HIV or AIDS in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19

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Q9_2_14.	During this school year, did teachers in your school teach efficacy of condoms, that is, how well condoms work and do not work in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_14
Denominator:	Respondents who answered A or B for Q9_2_14. Respondents who answered C for Q9_2_14 are excluded.
Summary text:	Percentage of schools in which teachers taught efficacy of condoms, that is, how well condoms work and do not work in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught efficacy of condoms, that is, how well condoms work and do not work in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_15.	During this school year, did teachers in your school teach the importance of using condoms consistently and correctly in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_15
Denominator:	Respondents who answered A or B for Q9_2_15. Respondents who answered C for Q9_2_15 are excluded.
Summary text:	Percentage of schools in which teachers taught the importance of using condoms consistently and correctly in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught the importance of using condoms consistently and correctly in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q9_2_16.	During this school year, did teachers in your school teach how to obtain condoms in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_16
Denominator:	Respondents who answered A or B for Q9_2_16. Respondents who answered C for Q9_2_16 are excluded.
Summary text:	Percentage of schools in which teachers taught how to obtain condoms in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught how to obtain condoms in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19

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Q9_2_17.	During this school year, did teachers in your school teach how to correctly use a condom in a required course for students in grades 9, 10, 11, or 12?
A.	Yes
B.	No
C.	NA
Numerator:	Respondents who answered A for Q9_2_17
Denominator:	Respondents who answered A or B for Q9_2_17. Respondents who answered C for Q9_2_17 are excluded.
Summary text:	Percentage of schools in which teachers taught how to correctly use a condom in a required course for students in any of grades 9, 10, 11, or 12
Variable label:	Taught how to correctly use a condom in a required course for students in any of grades 9, 10, 11, or 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_1.	During this school year, did teachers in your school teach about the benefits of healthy eating in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_1
Denominator:	Respondents who answered A or B for Q10_1
Summary text:	Percentage of schools in which teachers taught about the benefits of healthy eating in a required course for students in any of grades 6 through 12
Variable label:	Taught about the benefits of healthy eating in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_2.	During this school year, did teachers in your school teach the food guidance using MyPyramid in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_2
Denominator:	Respondents who answered A or B for Q10_2
Summary text:	Percentage of schools in which teachers taught the food guidance using MyPyramid in a required course for students in any of grades 6 through 12
Variable label:	Taught the food guidance using MyPyramid in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19

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Q10_3.	During this school year, did teachers in your school teach using food labels in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_3
Denominator:	Respondents who answered A or B for Q10_3
Summary text:	Percentage of schools in which teachers taught using food labels in a required course for students in any of grades 6 through 12
Variable label:	Taught using food labels in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_4.	During this school year, did teachers in your school teach balancing food intake and physical activity in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_4
Denominator:	Respondents who answered A or B for Q10_4
Summary text:	Percentage of schools in which teachers taught balancing food intake and physical activity in a required course for students in any of grades 6 through 12
Variable label:	Taught balancing food intake and physical activity in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_5.	During this school year, did teachers in your school teach eating more fruits, vegetables, and whole grain products in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_5
Denominator:	Respondents who answered A or B for Q10_5
Summary text:	Percentage of schools in which teachers taught eating more fruits, vegetables, and whole grain products in a required course for students in any of grades 6 through 12
Variable label:	Taught eating more fruits, vegetables, and whole grain products in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19

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Q10_6.	During this school year, did teachers in your school teach choosing foods that are low in fat, saturated fat, and cholesterol in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_6
Denominator:	Respondents who answered A or B for Q10_6
Summary text:	Percentage of schools in which teachers taught choosing foods that are low in fat, saturated fat, and cholesterol in a required course for students in any of grades 6 through 12
Variable label:	Taught choosing foods that are low in fat, saturated fat, and cholesterol in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_7.	During this school year, did teachers in your school teach using sugars in moderation in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_7
Denominator:	Respondents who answered A or B for Q10_7
Summary text:	Percentage of schools in which teachers taught using sugars in moderation in a required course for students in any of grades 6 through 12
Variable label:	Taught using sugars in moderation in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_8.	During this school year, did teachers in your school teach using salt and sodium in moderation in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_8
Denominator:	Respondents who answered A or B for Q10_8
Summary text:	Percentage of schools in which teachers taught using salt and sodium in moderation in a required course for students in any of grades 6 through 12
Variable label:	Taught using salt and sodium in moderation in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19



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Q10_9.	During this school year, did teachers in your school teach eating more calcium-rich foods in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_9
Denominator:	Respondents who answered A or B for Q10_9
Summary text:	Percentage of schools in which teachers taught eating more calcium-rich foods in a required course for students in any of grades 6 through 12
Variable label:	Taught eating more calcium-rich foods in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_10.	During this school year, did teachers in your school teach about food safety in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_10
Denominator:	Respondents who answered A or B for Q10_10
Summary text:	Percentage of schools in which teachers taught about food safety in a required course for students in any of grades 6 through 12
Variable label:	Taught about food safety in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_11.	During this school year, did teachers in your school teach preparing healthy meals and snacks in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_11
Denominator:	Respondents who answered A or B for Q10_11
Summary text:	Percentage of schools in which teachers taught preparing healthy meals and snacks in a required course for students in any of grades 6 through 12
Variable label:	Taught preparing healthy meals and snacks in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_12.	During this school year, did teachers in your school teach about the risks of unhealthy weight control practices in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_12
Denominator:	Respondents who answered A or B for Q10_12
Summary text:	Percentage of schools in which teachers taught about the risks of unhealthy weight control practices in a required course for students in any of grades 6 through 12
Variable label:	Taught about the risks of unhealthy weight control practices in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19

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Q10_13.	During this school year, did teachers in your school teach accepting body size differences in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_13
Denominator:	Respondents who answered A or B for Q10_13
Summary text:	Percentage of schools in which teachers taught accepting body size differences in a required course for students in any of grades 6 through 12
Variable label:	Taught accepting body size differences in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q10_14.	During this school year, did teachers in your school teach about signs, symptoms, and treatment for eating disorders in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q10_14
Denominator:	Respondents who answered A or B for Q10_14
Summary text:	Percentage of schools in which teachers taught about signs, symptoms, and treatment for eating disorders in a required course for students in any of grades 6 through 12
Variable label:	Taught about signs, symptoms, and treatment for eating disorders in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q11_1.	During this school year, did teachers in your school teach physical, psychological, or social benefits of physical activity in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_1
Denominator:	Respondents who answered A or B for Q11_1
Summary text:	Percentage of schools in which teachers taught physical, psychological, or social benefits of physical activity in a required course for students in any of grades 6 through 12
Variable label:	Taught physical, psychological, or social benefits of physical activity in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19

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Q11_2.	During this school year, did teachers in your school teach health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_2
Denominator:	Respondents who answered A or B for Q11_2
Summary text:	Percentage of schools in which teachers taught health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) in a required course for students in any of grades 6 through 12
Variable label:	Taught health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q11_3.	During this school year, did teachers in your school teach phases of a workout (i.e., warm-up, workout, cool down) in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_3
Denominator:	Respondents who answered A or B for Q11_3
Summary text:	Percentage of schools in which teachers taught phases of a workout (i.e., warm-up, workout, cool down) in a required course for students in any of grades 6 through 12
Variable label:	Taught phases of a workout (i.e., warm-up, workout, cool down) in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q11_4.	During this school year, did teachers in your school teach about how much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity) in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_4
Denominator:	Respondents who answered A or B for Q11_4
Summary text:	Percentage of schools in which teachers taught about how much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity) in a required course for students in any of grades 6 through 12
Variable label:	Taught about how much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity) in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19

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Q11_5.	During this school year, did teachers in your school teach developing an individualized physical activity plan in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_5
Denominator:	Respondents who answered A or B for Q11_5
Summary text:	Percentage of schools in which teachers taught developing an individualized physical activity plan in a required course for students in any of grades 6 through 12
Variable label:	Taught developing an individualized physical activity plan in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q11_6.	During this school year, did teachers in your school teach monitoring progress toward reaching goals in an individualized physical activity plan in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_6
Denominator:	Respondents who answered A or B for Q11_6
Summary text:	Percentage of schools in which teachers taught monitoring progress toward reaching goals in an individualized physical activity plan in a required course for students in any of grades 6 through 12
Variable label:	Taught monitoring progress toward reaching goals in an individualized physical activity plan in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q11_7.	During this school year, did teachers in your school teach overcoming barriers to physical activity in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_7
Denominator:	Respondents who answered A or B for Q11_7
Summary text:	Percentage of schools in which teachers taught overcoming barriers to physical activity in a required course for students in any of grades 6 through 12
Variable label:	Taught overcoming barriers to physical activity in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19

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Q11_8.	During this school year, did teachers in your school teach decreasing sedentary activities (e.g., television viewing) in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_8
Denominator:	Respondents who answered A or B for Q11_8
Summary text:	Percentage of schools in which teachers taught decreasing sedentary activities (e.g., television viewing) in a required course for students in any of grades 6 through 12
Variable label:	Taught decreasing sedentary activities (e.g., television viewing) in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q11_9.	During this school year, did teachers in your school teach about opportunities for physical activity in the community in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_9
Denominator:	Respondents who answered A or B for Q11_9
Summary text:	Percentage of schools in which teachers taught about opportunities for physical activity in the community in a required course for students in any of grades 6 through 12
Variable label:	Taught about opportunities for physical activity in the community in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q11_10.	During this school year, did teachers in your school teach preventing injury during physical activity in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_10
Denominator:	Respondents who answered A or B for Q11_10
Summary text:	Percentage of schools in which teachers taught preventing injury during physical activity in a required course for students in any of grades 6 through 12
Variable label:	Taught preventing injury during physical activity in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19

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Q11_11.	During this school year, did teachers in your school teach about weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active) in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_11
Denominator:	Respondents who answered A or B for Q11_11
Summary text:	Percentage of schools in which teachers taught about weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active) in a required course for students in any of grades 6 through 12
Variable label:	Taught about weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active) in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q11_12.	During this school year, did teachers in your school teach about the dangers of using performance-enhancing drugs (e.g., steroids) in a required course for students in any of grades 6 through 12?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q11_12
Denominator:	Respondents who answered A or B for Q11_12
Summary text:	Percentage of schools in which teachers taught about the dangers of using performance-enhancing drugs (e.g., steroids) in a required course for students in any of grades 6 through 12
Variable label:	Taught about the dangers of using performance-enhancing drugs (e.g., steroids) in a required course for students in any of grades 6 through 12
Threshold:	All Schools=55 and By Grade Level=19
Q12_1.	During this school year, did your school provide any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk (e.g. black, Hispanic, or American Indian youth), including after-school or supplemental programs, that provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q12_1
Denominator:	Respondents who answered A or B for Q12_1
Summary text:	Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities
Variable label:	HIV/STD programs for high risk youth that provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities
Threshold:	All Schools=55 and By Grade Level=19

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Q12_2.	During this school year, did your school provide any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk (e.g. black, Hispanic, or American Indian youth), including after-school or supplemental programs, that provided curricula or supplementary materials in the primary languages of the youth and families?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q12_2
Denominator:	Respondents who answered A or B for Q12_2
Summary text:	Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that provided curricula or supplementary materials in the primary languages of the youth and families
Variable label:	HIV/STD programs for high risk youth that provided curricula or supplementary materials in the primary languages of the youth and families
Threshold:	All Schools=55 and By Grade Level=19
Q12_3.	During this school year, did your school provide any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk (e.g. black, Hispanic, or American Indian youth), including after-school or supplemental programs, that facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q12_3
Denominator:	Respondents who answered A or B for Q12_3
Summary text:	Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community
Variable label:	HIV/STD programs for high risk youth that facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community
Threshold:	All Schools=55 and By Grade Level=19

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Q12_4.	During this school year, did your school provide any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk (e.g. black, Hispanic, or American Indian youth), including after-school or supplemental programs, that facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community?
	<p>A. Yes</p> <p>B. No</p>
Numerator:	Respondents who answered A for Q12_4
Denominator:	Respondents who answered A or B for Q12_4
Summary text:	Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community
Variable label:	HIV/STD programs for high risk youth that facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community
Threshold:	All Schools=55 and By Grade Level=19
Q13.	Does your school provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender, and questioning youth (e.g., curricula or materials that use inclusive language or terminology)?
	<p>A. Yes</p> <p>B. No</p>
Numerator:	Respondents who answered A for Q13
Denominator:	Respondents who answered A or B for Q13
Summary text:	Percentage of schools that provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender and questioning youth
Variable label:	Curricula for gay youth
Threshold:	All Schools=55 and By Grade Level=19
Q14_1.	During this school year, have any health education staff worked with physical education staff on health education activities?
	<p>A. Yes</p> <p>B. No</p>
Numerator:	Respondents who answered A for Q14_1
Denominator:	Respondents who answered A or B for Q14_1
Summary text:	Percentage of schools in which health education staff worked with physical education staff on health education activities during the current school year
Variable label:	Staff worked with physical education staff
Threshold:	All Schools=55 and By Grade Level=19



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Q14_2.	During this school year, have any health education staff worked with health services staff (e.g., nurses) on health education activities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q14_2
Denominator:	Respondents who answered A or B for Q14_2
Summary text:	Percentage of schools in which health education staff worked with health services staff (e.g., nurses) on health education activities during the current school year
Variable label:	Staff worked with health services staff (e.g., nurses)
Threshold:	All Schools=55 and By Grade Level=19
Q14_3.	During this school year, have any health education staff worked with mental health or social services staff (e.g., psychologists, counselors, and social workers) on health education activities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q14_3
Denominator:	Respondents who answered A or B for Q14_3
Summary text:	Percentage of schools in which health education staff worked with mental health or social services staff (e.g., psychologists, counselors, and social workers) on health education activities during the current school year
Variable label:	Staff worked with mental health or social services staff (e.g., psychologists, counselors, and social workers)
Threshold:	All Schools=55 and By Grade Level=19
Q14_4.	During this school year, have any health education staff worked with nutrition or food service staff on health education activities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q14_4
Denominator:	Respondents who answered A or B for Q14_4
Summary text:	Percentage of schools in which health education staff worked with nutrition or food service staff on health education activities during the current school year
Variable label:	Staff worked with nutrition or food service staff
Threshold:	All Schools=55 and By Grade Level=19
Q14_5.	During this school year, have any health education staff worked with school health council, committee, or team on health education activities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q14_5
Denominator:	Respondents who answered A or B for Q14_5
Summary text:	Percentage of schools in which health education staff worked with school health council, committee, or team on health education activities during the current school year
Variable label:	Staff worked with school health council, committee, or team
Threshold:	All Schools=55 and By Grade Level=19

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Q15_1.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of HIV prevention, STD prevention, or teen pregnancy prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q15_1
Denominator:	Respondents who answered A or B for Q15_1
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of HIV prevention, STD prevention, or teen pregnancy prevention during the current school year
Variable label:	Provide parents with information on HIV prevention, STD prevention, or teen pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19
Q15_2.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of tobacco-use prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q15_2
Denominator:	Respondents who answered A or B for Q15_2
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of tobacco-use prevention during the current school year
Variable label:	Provide parents with information on tobacco-use prevention
Threshold:	All Schools=55 and By Grade Level=19
Q15_3.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of physical activity?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q15_3
Denominator:	Respondents who answered A or B for Q15_3
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of physical activity during the current school year
Variable label:	Provide parents with information on physical activity
Threshold:	All Schools=55 and By Grade Level=19

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Q15_4.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of nutrition and healthy eating?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q15_4
Denominator:	Respondents who answered A or B for Q15_4
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of nutrition and healthy eating during the current school year
Variable label:	Provide parents with information on nutrition and healthy eating
Threshold:	All Schools=55 and By Grade Level=19
Q15_5.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q15_5
Denominator:	Respondents who answered A or B for Q15_5
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of asthma during the current school year
Variable label:	Provide parents with information on asthma
Threshold:	All Schools=55 and By Grade Level=19
Q16_1.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on alcohol or other drug use prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_1
Denominator:	Respondents who answered A or B for Q16_1
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on alcohol or other drug use prevention during the past two years
Variable label:	Received professional development on alcohol or other drug use prevention
Threshold:	All Schools=55 and By Grade Level=19

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Q16_2.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_2
Denominator:	Respondents who answered A or B for Q16_2
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on asthma during the past two years
Variable label:	Received professional development on asthma
Threshold:	All Schools=55 and By Grade Level=19
Q16_3.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on emotional and mental health?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_3
Denominator:	Respondents who answered A or B for Q16_3
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on emotional and mental health during the past two years
Variable label:	Received professional development on emotional and mental health
Threshold:	All Schools=55 and By Grade Level=19
Q16_4.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on foodborne illness prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_4
Denominator:	Respondents who answered A or B for Q16_4
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on foodborne illness prevention during the past two years
Variable label:	Received professional development on foodborne illness prevention
Threshold:	All Schools=55 and By Grade Level=19

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Q16_5.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on HIV prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_5
Denominator:	Respondents who answered A or B for Q16_5
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on HIV prevention during the past two years
Variable label:	Received professional development on HIV prevention
Threshold:	All Schools=55 and By Grade Level=19
Q16_6.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on human sexuality?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_6
Denominator:	Respondents who answered A or B for Q16_6
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on human sexuality during the past two years
Variable label:	Received professional development on human sexuality
Threshold:	All Schools=55 and By Grade Level=19
Q16_7.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on injury prevention and safety?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_7
Denominator:	Respondents who answered A or B for Q16_7
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on injury prevention and safety during the past two years
Variable label:	Received professional development on injury prevention and safety
Threshold:	All Schools=55 and By Grade Level=19

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Q16_8.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on nutrition and dietary behavior?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_8
Denominator:	Respondents who answered A or B for Q16_8
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on nutrition and dietary behavior during the past two years
Variable label:	Received professional development on nutrition and dietary behavior
Threshold:	All Schools=55 and By Grade Level=19
Q16_9.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on physical activity and fitness?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_9
Denominator:	Respondents who answered A or B for Q16_9
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on physical activity and fitness during the past two years
Variable label:	Received professional development on physical activity and fitness
Threshold:	All Schools=55 and By Grade Level=19
Q16_10.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on pregnancy prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_10
Denominator:	Respondents who answered A or B for Q16_10
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on pregnancy prevention during the past two years
Variable label:	Received professional development on pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19

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Q16_11.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on STD prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_11
Denominator:	Respondents who answered A or B for Q16_11
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on STD prevention during the past two years
Variable label:	Received professional development on STD prevention
Threshold:	All Schools=55 and By Grade Level=19
Q16_12.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on suicide prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_12
Denominator:	Respondents who answered A or B for Q16_12
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on suicide prevention during the past two years
Variable label:	Received professional development on suicide prevention
Threshold:	All Schools=55 and By Grade Level=19
Q16_13.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on tobacco-use prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_13
Denominator:	Respondents who answered A or B for Q16_13
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on tobacco-use prevention during the past two years
Variable label:	Received professional development on tobacco-use prevention
Threshold:	All Schools=55 and By Grade Level=19

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Q16_14.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on violence prevention (e.g., bullying, fighting, or homicide)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q16_14
Denominator:	Respondents who answered A or B for Q16_14
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on violence prevention (e.g., bullying, fighting, or homicide) during the past two years
Variable label:	Received professional development on violence prevention (e.g., bullying, fighting, or homicide)
Threshold:	All Schools=55 and By Grade Level=19
Q17_1.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on describing how widespread HIV and other STD infections are and the consequences of these infections?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_1
Denominator:	Respondents who answered A or B for Q17_1
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on describing how widespread HIV and other STD infections are and the consequences of these infections during the past two years
Variable label:	Received professional development on describing how widespread HIV and other STD infections are and the consequences of these infections
Threshold:	All Schools=55 and By Grade Level=19
Q17_2.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on understanding the modes of transmission and effective prevention strategies for HIV and other STDs?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_2
Denominator:	Respondents who answered A or B for Q17_2
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on understanding the modes of transmission and effective prevention strategies for HIV and other STDs during the past two years
Variable label:	Received professional development on understanding the modes of transmission and effective prevention strategies for HIV and other STDs
Threshold:	All Schools=55 and By Grade Level=19



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Q17_3.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on identifying populations of youth who are at high risk of being infected with HIV and other STDs?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_3
Denominator:	Respondents who answered A or B for Q17_3
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on identifying populations of youth who are at high risk of being infected with HIV and other STDs during the past two years
Variable label:	Received professional development on identifying populations of youth who are at high risk of being infected with HIV and other STDs
Threshold:	All Schools=55 and By Grade Level=19
Q17_4.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on implementing health education strategies using prevention messages that are likely to be effective in reaching youth?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_4
Denominator:	Respondents who answered A or B for Q17_4
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on implementing health education strategies using prevention messages that are likely to be effective in reaching youth during the past two years
Variable label:	Received professional development on implementing health education strategies using prevention messages that are likely to be effective in reaching youth
Threshold:	All Schools=55 and By Grade Level=19
Q17_5.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching HIV prevention education to students with physical, medical, or cognitive disabilities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_5
Denominator:	Respondents who answered A or B for Q17_5
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching HIV prevention education to students with physical, medical, or cognitive disabilities during the past two years
Variable label:	Received professional development on teaching HIV prevention education to students with physical, medical, or cognitive disabilities
Threshold:	All Schools=55 and By Grade Level=19

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Q17_6.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching HIV prevention education to students of various cultural backgrounds?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_6
Denominator:	Respondents who answered A or B for Q17_6
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching HIV prevention education to students of various cultural backgrounds during the past two years
Variable label:	Received professional development on teaching HIV prevention education to students of various cultural backgrounds
Threshold:	All Schools=55 and By Grade Level=19
Q17_7.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_7
Denominator:	Respondents who answered A or B for Q17_7
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities) during the past two years
Variable label:	Received professional development on using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)
Threshold:	All Schools=55 and By Grade Level=19
Q17_8.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_8
Denominator:	Respondents who answered A or B for Q17_8
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills during the past two years
Variable label:	Received professional development on teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills
Threshold:	All Schools=55 and By Grade Level=19

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Q17_9.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching about health-promoting social norms and beliefs related to HIV prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_9
Denominator:	Respondents who answered A or B for Q17_9
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching about health-promoting social norms and beliefs related to HIV prevention during the past two years
Variable label:	Received professional development on teaching about health-promoting social norms and beliefs related to HIV prevention
Threshold:	All Schools=55 and By Grade Level=19
Q17_10.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on strategies for involving parents, families, and others in student learning of HIV prevention education?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_10
Denominator:	Respondents who answered A or B for Q17_10
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on strategies for involving parents, families, and others in student learning of HIV prevention education during the past two years
Variable label:	Received professional development on strategies for involving parents, families, and others in student learning of HIV prevention education
Threshold:	All Schools=55 and By Grade Level=19
Q17_11.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on assessing students' performance in HIV prevention education?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_11
Denominator:	Respondents who answered A or B for Q17_11
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on assessing students' performance in HIV prevention education during the past two years
Variable label:	Received professional development on assessing students' performance in HIV prevention education
Threshold:	All Schools=55 and By Grade Level=19

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Q17_12.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on implementing standards-based HIV prevention education curricula and student assessment?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_12
Denominator:	Respondents who answered A or B for Q17_12
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on implementing standards-based HIV prevention education curricula and student assessment during the past two years
Variable label:	Received professional development on implementing standards-based HIV prevention education curricula and student assessment
Threshold:	All Schools=55 and By Grade Level=19
Q17_13.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on using technology to improve HIV prevention education instruction?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_13
Denominator:	Respondents who answered A or B for Q17_13
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on using technology to improve HIV prevention education instruction during the past two years
Variable label:	Received professional development on using technology to improve HIV prevention education instruction
Threshold:	All Schools=55 and By Grade Level=19
Q17_14.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching HIV prevention education to students with limited English proficiency?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_14
Denominator:	Respondents who answered A or B for Q17_14
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching HIV prevention education to students with limited English proficiency during the past two years
Variable label:	Received professional development on teaching HIV prevention education to students with limited English proficiency
Threshold:	All Schools=55 and By Grade Level=19

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Q17_15.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on addressing community concerns and challenges related to HIV prevention education?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q17_15
Denominator:	Respondents who answered A or B for Q17_15
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on addressing community concerns and challenges related to HIV prevention education during the past two years
Variable label:	Received professional development on addressing community concerns and challenges related to HIV prevention education
Threshold:	All Schools=55 and By Grade Level=19
Q18_1.	Would you like to receive professional development on alcohol or other drug use prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_1
Denominator:	Respondents who answered A or B for Q18_1
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on alcohol or other drug use prevention
Variable label:	Like to receive professional development on alcohol or other drug use prevention
Threshold:	All Schools=55 and By Grade Level=19
Q18_2.	Would you like to receive professional development on asthma?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_2
Denominator:	Respondents who answered A or B for Q18_2
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on asthma
Variable label:	Like to receive professional development on asthma
Threshold:	All Schools=55 and By Grade Level=19
Q18_3.	Would you like to receive professional development on emotional and mental health?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_3
Denominator:	Respondents who answered A or B for Q18_3
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on emotional and mental health
Variable label:	Like to receive professional development on emotional and mental health
Threshold:	All Schools=55 and By Grade Level=19

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Q18_4.	Would you like to receive professional development on foodborne illness prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_4
Denominator:	Respondents who answered A or B for Q18_4
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on foodborne illness prevention
Variable label:	Like to receive professional development on foodborne illness prevention
Threshold:	All Schools=55 and By Grade Level=19
Q18_5.	Would you like to receive professional development on HIV prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_5
Denominator:	Respondents who answered A or B for Q18_5
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on HIV prevention
Variable label:	Like to receive professional development on HIV prevention
Threshold:	All Schools=55 and By Grade Level=19
Q18_6.	Would you like to receive professional development on human sexuality?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_6
Denominator:	Respondents who answered A or B for Q18_6
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on human sexuality
Variable label:	Like to receive professional development on human sexuality
Threshold:	All Schools=55 and By Grade Level=19
Q18_7.	Would you like to receive professional development on injury prevention and safety?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_7
Denominator:	Respondents who answered A or B for Q18_7
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on injury prevention and safety
Variable label:	Like to receive professional development on injury prevention and safety
Threshold:	All Schools=55 and By Grade Level=19

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Q18_8.	Would you like to receive professional development on nutrition and dietary behavior?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_8
Denominator:	Respondents who answered A or B for Q18_8
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on nutrition and dietary behavior
Variable label:	Like to receive professional development on nutrition and dietary behavior
Threshold:	All Schools=55 and By Grade Level=19
Q18_9.	Would you like to receive professional development on physical activity and fitness?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_9
Denominator:	Respondents who answered A or B for Q18_9
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on physical activity and fitness
Variable label:	Like to receive professional development on physical activity and fitness
Threshold:	All Schools=55 and By Grade Level=19
Q18_10.	Would you like to receive professional development on pregnancy prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_10
Denominator:	Respondents who answered A or B for Q18_10
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on pregnancy prevention
Variable label:	Like to receive professional development on pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19
Q18_11.	Would you like to receive professional development on STD prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_11
Denominator:	Respondents who answered A or B for Q18_11
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on STD prevention
Variable label:	Like to receive professional development on STD prevention
Threshold:	All Schools=55 and By Grade Level=19



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Q18_12.	Would you like to receive professional development on suicide prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_12
Denominator:	Respondents who answered A or B for Q18_12
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on suicide prevention
Variable label:	Like to receive professional development on suicide prevention
Threshold:	All Schools=55 and By Grade Level=19
Q18_13.	Would you like to receive professional development on tobacco-use prevention?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_13
Denominator:	Respondents who answered A or B for Q18_13
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on tobacco-use prevention
Variable label:	Like to receive professional development on tobacco-use prevention
Threshold:	All Schools=55 and By Grade Level=19
Q18_14.	Would you like to receive professional development on violence prevention (e.g., bullying, fighting, or homicide)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q18_14
Denominator:	Respondents who answered A or B for Q18_14
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on violence prevention (e.g., bullying, fighting, or homicide)
Variable label:	Like to receive professional development on violence prevention (e.g., bullying, fighting, or homicide)
Threshold:	All Schools=55 and By Grade Level=19
Q19_1.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching students with physical, medical, or cognitive disabilities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_1
Denominator:	Respondents who answered A or B for Q19_1
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on teaching students with physical, medical, or cognitive disabilities during the past two years
Variable label:	Received professional development on teaching students with physical, medical, or cognitive disabilities
Threshold:	All Schools=55 and By Grade Level=19



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Q19_2.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching students of various cultural backgrounds?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_2
Denominator:	Respondents who answered A or B for Q19_2
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on teaching students of various cultural backgrounds during the past two years
Variable label:	Received professional development on teaching students of various cultural backgrounds
Threshold:	All Schools=55 and By Grade Level=19
Q19_3.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching students with limited English proficiency?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_3
Denominator:	Respondents who answered A or B for Q19_3
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on teaching students with limited English proficiency during the past two years
Variable label:	Received professional development on teaching students with limited English proficiency
Threshold:	All Schools=55 and By Grade Level=19
Q19_4.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching students of different sexual orientations or gender identities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_4
Denominator:	Respondents who answered A or B for Q19_4
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on teaching students of different sexual orientations or gender identities during the past two years
Variable label:	Received professional development on teaching students of different sexual orientations or gender identities
Threshold:	All Schools=55 and By Grade Level=19

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Q19_5.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on using interactive teaching methods (e.g., role plays or cooperative group activities)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_5
Denominator:	Respondents who answered A or B for Q19_5
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on using interactive teaching methods (e.g., role plays or cooperative group activities) during the past two years
Variable label:	Received professional development on using interactive teaching methods (e.g., role plays or cooperative group activities)
Threshold:	All Schools=55 and By Grade Level=19
Q19_6.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on encouraging family or community involvement?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_6
Denominator:	Respondents who answered A or B for Q19_6
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on encouraging family or community involvement during the past two years
Variable label:	Received professional development on encouraging family or community involvement
Threshold:	All Schools=55 and By Grade Level=19
Q19_7.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on teaching skills for behavior change?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_7
Denominator:	Respondents who answered A or B for Q19_7
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on teaching skills for behavior change during the past two years
Variable label:	Received professional development on teaching skills for behavior change
Threshold:	All Schools=55 and By Grade Level=19

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Q19_8.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_8
Denominator:	Respondents who answered A or B for Q19_8
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management) during the past two years
Variable label:	Received professional development on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)
Threshold:	All Schools=55 and By Grade Level=19
Q19_9.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on assessing or evaluating students in health education?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q19_9
Denominator:	Respondents who answered A or B for Q19_9
Summary text:	Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on assessing or evaluating students in health education during the past two years
Variable label:	Received professional development on assessing or evaluating students in health education
Threshold:	All Schools=55 and By Grade Level=19
Q20_1.	Would you like to receive professional development on teaching students with physical, medical, or cognitive disabilities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_1
Denominator:	Respondents who answered A or B for Q20_1
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching students with physical, medical, or cognitive disabilities
Variable label:	Like to receive professional development on teaching students with physical, medical, or cognitive disabilities
Threshold:	All Schools=55 and By Grade Level=19

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Q20_2.	Would you like to receive professional development on teaching students of various cultural backgrounds?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_2
Denominator:	Respondents who answered A or B for Q20_2
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching students of various cultural backgrounds
Variable label:	Like to receive professional development on teaching students of various cultural backgrounds
Threshold:	All Schools=55 and By Grade Level=19
Q20_3.	Would you like to receive professional development on teaching students with limited English proficiency?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_3
Denominator:	Respondents who answered A or B for Q20_3
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching students with limited English proficiency
Variable label:	Like to receive professional development on teaching students with limited English proficiency
Threshold:	All Schools=55 and By Grade Level=19
Q20_4.	Would you like to receive professional development on teaching students of different sexual orientations or gender identities?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_4
Denominator:	Respondents who answered A or B for Q20_4
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching students of different sexual orientations or gender identities
Variable label:	Like to receive professional development on teaching students of different sexual orientations or gender identities
Threshold:	All Schools=55 and By Grade Level=19

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Q20_5.	Would you like to receive professional development on using interactive teaching methods (e.g., role plays or cooperative group activities)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_5
Denominator:	Respondents who answered A or B for Q20_5
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on using interactive teaching methods (e.g., role plays or cooperative group activities)
Variable label:	Like to receive professional development on using interactive teaching methods (e.g., role plays or cooperative group activities)
Threshold:	All Schools=55 and By Grade Level=19
Q20_6.	Would you like to receive professional development on encouraging family or community involvement?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_6
Denominator:	Respondents who answered A or B for Q20_6
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on encouraging family or community involvement
Variable label:	Like to receive professional development on encouraging family or community involvement
Threshold:	All Schools=55 and By Grade Level=19
Q20_7.	Would you like to receive professional development on teaching skills for behavior change?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_7
Denominator:	Respondents who answered A or B for Q20_7
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching skills for behavior change
Variable label:	Like to receive professional development on teaching skills for behavior change
Threshold:	All Schools=55 and By Grade Level=19

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Q20_8.	Would you like to receive professional development on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_8
Denominator:	Respondents who answered A or B for Q20_8
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)
Variable label:	Like to receive professional development on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)
Threshold:	All Schools=55 and By Grade Level=19
Q20_9.	Would you like to receive professional development on assessing or evaluating students in health education?
A.	Yes
B.	No
Numerator:	Respondents who answered A for Q20_9
Denominator:	Respondents who answered A or B for Q20_9
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on assessing or evaluating students in health education
Variable label:	Like to receive professional development on assessing or evaluating students in health education
Threshold:	All Schools=55 and By Grade Level=19

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Q21.	What was the major emphasis of your professional preparation? (Mark one response.)
	<ul style="list-style-type: none"> <li>A. Health and physical education combined</li> <li>B. Health education</li> <li>C. Physical education</li> <li>D. Other education degree</li> <li>E. Kinesiology, exercise science, or exercise physiology</li> <li>F. Home economics or family and consumer science</li> <li>G. Biology or other science</li> <li>H. Nursing</li> <li>I. Counseling</li> <li>J. Public health</li> <li>K. Nutrition</li> <li>L. Other</li> </ul>
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q21
Denominator:	Respondents who answered A, B, C, D, E, F, G, H, I, J, K, or L for Q21
Summary text:	Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation is ROI. For example, (ROI is A). Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was health and physical education combined
Variable label:	Major emphasis of preparation
Threshold:	All Schools=55 and By Grade Level=19
Q22.	Currently, are you certified, licensed, or endorsed by the state to teach health education in middle school or high school?
	<ul style="list-style-type: none"> <li>A. Yes</li> <li>B. No</li> </ul>
Numerator:	Respondents who answered A for Q22
Denominator:	Respondents who answered A or B for Q22
Summary text:	Percentage of schools in which the lead health education teacher is certified, licensed, or endorsed by the state to teach health education in middle school or high school
Variable label:	Certified by state to teach
Threshold:	All Schools=55 and By Grade Level=19

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Q23.	Including this school year, how many years of experience do you have teaching health education courses or topics? (Mark one response.)
	A. 1 year
	B. 2 to 5 years
	C. 6 to 9 years
	D. 10 to 14 years
	E. 15 years or more
Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q23
Denominator:	Respondents who answered A, B, C, D, or E for Q23
Summary text:	Percentage of schools in which the lead health education teacher had ROI of experience in teaching health education classes or topics. For example, (ROI is A). Percentage of schools in which the lead health education teacher had 1 year of experience in teaching health education classes or topics
Variable label:	Years of teaching experience
Threshold:	All Schools=55 and By Grade Level=19



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### 4. Teacher Supplemental Variables

Supplemental variables are calculated based on results from one or more than one question. The following table presents the numerator and the denominator for calculating the supplemental dichotomous variables.

<b>HIV_SLIM1</b>	
Numerator:	Respondents who answered A for all of Q9_1_1-Q9_1_4 and Q9_1_7-Q9_1_13
Denominator:	Respondents who answered A for all of Q9_1_1-Q9_1_4 and Q9_1_7-Q9_1_13 and who answered B for at least one of Q9_1_1-Q9_1_4 or Q9_1_7-Q9_1_13
Summary text:	<p>Percentage of schools that address all of the following in a required course taught during grades 6, 7, or 8:</p> <ul style="list-style-type: none"> <li>• The differences between HIV and AIDS</li> <li>• How HIV and other STD are transmitted</li> <li>• How HIV and other STD are diagnosed and treated</li> <li>• Health consequences of HIV, other STD, and pregnancy</li> <li>• The benefits of being sexually abstinent</li> <li>• How to prevent HIV, other STD, and pregnancy</li> <li>• How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy</li> <li>• The influences of media, family, and social and cultural norms on sexual behavior</li> <li>• Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy</li> <li>• Goal setting and decision making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy</li> <li>• Compassion for persons living with HIV or AIDS</li> </ul>
Variable label:	HIV1 middle school address HIV topics
Dependence:	Depends on Q9_1_1-Q9_1_4 and Q9_1_7-Q9_1_13
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<p>if Q9_1_1 = 1 and Q9_1_2 = 1 and Q9_1_3 = 1 and Q9_1_4 = 1 and Q9_1_7 = 1 and Q9_1_8 = 1 and Q9_1_9 = 1 and Q9_1_10 = 1 and Q9_1_11 = 1 and Q9_1_12 = 1 and Q9_1_13 = 1 then HIV_SLIM1=1;</p> <p>else if Q9_1_1 = 3 or Q9_1_2 = 3 or Q9_1_3 = 3 or Q9_1_4 = 3 or Q9_1_7 = 3 or Q9_1_8 = 3 or Q9_1_9 = 3 or Q9_1_10 = 3 or Q9_1_11 = 3 or Q9_1_12 = 3 or Q9_1_13 = 3 then HIV_SLIM1=.;</p> <p>else if Q9_1_1 = 2 or Q9_1_2 = 2 or Q9_1_3 = 2 or Q9_1_4 = 2 or Q9_1_7 = 2 or Q9_1_8 = 2 or Q9_1_9 = 2 or Q9_1_10 = 2 or Q9_1_11 = 2 or Q9_1_12 = 2 or Q9_1_13 = 2 then HIV_SLIM1=2;</p>

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<b>HIV_SLIM2</b>	
Numerator:	Respondents who answered A to all of Q9_2_5-Q9_2_12
Denominator:	Respondents who answered A to all of Q9_2_5-Q9_2_12 and who answered B for at least one of Q9_2_5-Q9_2_12
Summary text:	<p>Percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12:</p> <ul style="list-style-type: none"> <li>• The relationship among HIV, other STD, and pregnancy</li> <li>• The relationship between alcohol and other drug use and risk for HIV, other STD, and pregnancy</li> <li>• The benefits of being sexually abstinent</li> <li>• How to prevent HIV, other STD, and pregnancy</li> <li>• How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy</li> <li>• The influences of media, family, and social and cultural norms on sexual behavior</li> <li>• Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy</li> <li>• Goal setting and decision making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy</li> </ul>
Dependence:	Depends on Q9_2_5-Q9_2_12
Variable label:	HIV2 high school address HIV topics
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<pre>if Q9_2_5 = 1 and Q9_2_6 = 1 and Q9_2_7 = 1 and Q9_2_8 = 1 and Q9_2_9 = 1 and     Q9_2_10 = 1 and Q9_2_11 = 1 and Q9_2_12 = 1 then HIV_SLIM2=1; else if Q9_2_5 = 3 or Q9_2_6 = 3 or Q9_2_7 = 3 or Q9_2_8 = 3 or Q9_2_9 = 3 or     Q9_2_10 = 3 or Q9_2_11 = 3 or Q9_2_12 = 3 then HIV_SLIM2=.; else if Q9_2_5 = 2 or Q9_2_6 = 2 or Q9_2_7 = 2 or Q9_2_8 = 2 or Q9_2_9 = 2 or     Q9_2_10 = 2 or Q9_2_11 = 2 or Q9_2_12 = 2 then HIV_SLIM2=2;</pre>
<b>HIV_SLIM3_v08</b>	
Numerator:	Respondents who answered A for all of Q9_2_14-Q9_2_16
Denominator:	Respondents who answered A for all of Q9_2_14-Q9_2_16 and who answered B for at least one of Q9_2_14-Q9_2_16
Summary text:	<p>Percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12:</p> <ul style="list-style-type: none"> <li>• Efficacy of condoms, that is, how well condoms work and do not work</li> <li>• The importance of using condoms consistently and correctly</li> <li>• How to obtain condoms</li> </ul>
Variable label:	HIV3 high school address condom topics
Dependence:	Depends on Q9_2_14-Q9_2_16
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<pre>if Q9_2_14 = 1 and Q9_2_15 = 1 and Q9_2_16 = 1 then HIV_SLIM3_v08=1; else if Q9_2_14 = 2 or Q9_2_15 = 2 or Q9_2_16 = 2 then HIV_SLIM3_v08=2; else if Q9_2_14 = 3 or Q9_2_15 = 3 or Q9_2_16 = 3 then HIV_SLIM3_v08=.;</pre>

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HIV_SLIM3_v10	
Numerator:	Respondents who answered A for all of Q9_2_14-Q9_2_17
Denominator:	Respondents who answered A for all of Q9_2_14-Q9_2_17 and who answered B for at least one of Q9_2_14-Q9_2_17
Summary text:	Percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12: <ul style="list-style-type: none"> <li>• Efficacy of condoms, that is, how well condoms work and do not work</li> <li>• The importance of using condoms consistently and correctly</li> <li>• How to obtain condoms</li> <li>• How to correctly use a condom</li> </ul>
Variable label:	HIV3 high school address condom topics
Dependence:	Depends on Q9_2_14-Q9_2_17
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q9_2_14 = 1 and Q9_2_15 = 1 and Q9_2_16 = 1 and Q9_2_17 = 1 then HIV_SLIM3_v10=1; else if Q9_2_14 = 2 or Q9_2_15 = 2 or Q9_2_16 = 2 or Q9_2_17 = 2 then HIV_SLIM3_v10=2; else if Q9_2_14 = 3 or Q9_2_15 = 3 or Q9_2_16 = 3 or Q9_2_17 = 3 then HIV_SLIM3_v10=.;
HIV_SLIM5	
Numerator:	Respondents who answered A for Q15_1
Denominator:	Respondents who answered A or B for Q15_1
Summary text:	Percentage of schools that provide parents and families health information to increase parent and family knowledge of HIV prevention, STD prevention, or teen pregnancy prevention
Variable label:	HIV5 provide families HIV information
Dependence:	Depends on Q15_1
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q15_1 = 1 then HIV_SLIM5=1; else if Q15_1 = 2 then HIV_SLIM5=2;

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HIV_SLIM7	
Numerator:	Respondents who answered A for all of Q17_1-Q17_4
Denominator:	Respondents who answered A for all of Q17_1-Q17_4 and who answered B for at least one of Q17_1-Q17_4
Summary text:	<p>Percentage of schools in which the lead health education teacher received professional development during the past two years on all of the following:</p> <ul style="list-style-type: none"><li>• Describing how widespread HIV and other STD infections are and the consequences of these infections</li><li>• Understanding the modes of transmission and effective prevention strategies for HIV and other STDs</li><li>• Identifying populations of youth who are at high risk of being infected with HIV and other STDs</li><li>• Implementing health education strategies using prevention messages that are likely to be effective in reaching youth</li></ul>
Variable label:	HIV7 professional development on 4 HIV topics
Dependence:	Depends on Q17_1-Q17_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q17_1 = 1 and Q17_2 = 1 and Q17_3 = 1 and Q17_4 = 1 then HIV_SLIM7=1; else if Q17_1 = 2 or Q17_2 = 2 or Q17_3 = 2 or Q17_4 = 2 then HIV_SLIM7=2;

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### HIV\_SLIM8

Numerator:	Respondents who answered A for at least 6 of Q17_5-Q17_15
Denominator:	Respondents who answered A or B to Q17_5-Q17_15
Summary text:	<p>Percentage of schools in which the lead health education teacher received professional development on at least six of the following during the past two years:</p> <ul style="list-style-type: none"> <li>• Teaching HIV prevention to students with physical, medical, or cognitive disabilities</li> <li>• Teaching HIV prevention to students of various cultural backgrounds</li> <li>• Using interactive teaching methods for HIV prevention education, such as role plays or cooperative group activities</li> <li>• Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills</li> <li>• Teaching about health-promoting social norms and beliefs related to HIV prevention</li> <li>• Strategies for involving parents, families and others in student learning of HIV prevention education</li> <li>• Assessing students' performance in HIV prevention education</li> <li>• Implementing standards-based HIV prevention education curricula and student assessment</li> <li>• Using technology to improve HIV prevention education instruction</li> <li>• Teaching HIV prevention to students with limited English proficiency</li> <li>• Addressing community concerns and challenges related to HIV prevention education</li> </ul>
Variable label:	HIV8 professional development on 6 HIV topics
Dependence:	Depends on Q17_5-Q17_15
Threshold:	All Schools=55 and By Grade Level=19
SAS code;	<pre> array TQ17(11) Q17_5-Q17_15;   cnt=.; flg=.;   do i = 1 to 11;     cnt = sum(cnt,TQ17(i)=1);     flg = sum(flg,TQ17(i) ^in (1,2));   if cnt&gt;=6 then HIV_SLIM8 = 1;   else if cnt+flg&gt;=6 then HIV_SLIM8 = .;   else if 0=&lt; cnt&lt; 6 then HIV_SLIM8 = 2;   end; </pre>

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<b>CSH_SLIM6</b>	
Numerator:	Respondents who answered A for all of Q4_1-Q4_4
Denominator:	Respondents who answered A for all of Q4_1-Q4_4 and who answered B for at least one of Q4_1-Q4_4
Summary text:	Percentage of schools in which those who teach health education are provided with all of the following: <ul style="list-style-type: none"> <li>• Goals, objectives, and expected outcomes for health education</li> <li>• A written health education curriculum</li> <li>• A chart describing the annual scope and sequence of instruction for health education</li> <li>• Plans for how to assess student performance in health education</li> </ul>
Variable label:	CSH6 teachers provided with items
Dependence:	Depends on Q4_1-Q4_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q4_1 = 1 and Q4_2 = 1 and Q4_3 = 1 and Q4_4 = 1 then CSH_SLIM6=1; else if Q4_1 = 2 or Q4_2 = 2 or Q4_3 = 2 or Q4_4 = 2 then CSH_SLIM6=2;
<b>CSH_SLIM7</b>	
Name:	
Numerator:	Respondents who answered A for all of Q4_4, Q5_1-Q5_8
Denominator:	Respondents who answered A for all of Q4_4, Q5_1-Q5_8 and who answered B for Q4_4 or B or C for at least one of Q5_1-Q5_8
Summary text:	Percentage of schools that follow a written health education curriculum that addresses all the following: <ul style="list-style-type: none"> <li>• Comprehending concepts related to health promotion and disease prevention to enhance health</li> <li>• Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors</li> <li>• Accessing valid information and products and services to enhance health</li> <li>• Using interpersonal communication skills to enhance health and avoid or reduce health risks</li> <li>• Using decision-making skills to enhance health</li> <li>• Using goal setting skills to enhance health</li> <li>• Practicing health-enhancing behaviors to avoid or reduce risks</li> <li>• Advocating for personal, family, and community health</li> </ul>
Variable label:	CSH7 written health education curriculum
Dependence:	Depends on Q4_4, Q5_1-Q5_8
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q4_4=1 and Q5_1 =1 and Q5_2 =1 and Q5_3 =1 and Q5_4 =1 and Q5_5 =1 and Q5_6 =1 and Q5_7 =1 and Q5_8 =1 then CSH_SLIM7=1; else if Q4_4 = 2 or Q5_1 in (2,3) or Q5_2 in (2,3) or Q5_3 in (2,3) or Q5_4 in (2,3) or Q5_5 in (2,3) or Q5_6 in (2,3) or Q5_7 in (2,3) or Q5_8 in (2,3) then CSH_SLIM7=2;

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CSH_SLIM8_v08	
Numerator:	Respondents who answered A for at least one of Q15_2-Q15_4
Denominator:	Respondents who answered A for at least one of Q15_2-Q15_4 and who answered B for all of Q15_2-Q15_4
Summary text:	Percentage of schools that provide parents and families health information to increase parent and family knowledge of any of the following health issues: <ul style="list-style-type: none"> <li>• Tobacco-use prevention</li> <li>• Physical activity</li> <li>• Nutrition and healthy eating</li> </ul>
Variable label:	CSH8 provide families with health information
Dependence:	Depends on Q15_2-Q15_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q15_2=1 or Q15_3=1 or Q15_4=1 then CSH_SLIM8_v08=1; else if Q15_2=2 and Q15_3=2 and Q15_4=2 then CSH_SLIM8_v08=2;
CSH_SLIM8_v10	
Numerator:	Respondents who answered A for all of Q15_2-Q15_4
Denominator:	Respondents who answered A for all of Q15_2-Q15_4 and who answered B for at least one of Q15_2-Q15_4
Summary text:	Percentage of schools that provide parents and families health information to increase parent and family knowledge of all of the following health issues: <ul style="list-style-type: none"> <li>• Tobacco-use prevention</li> <li>• Physical activity</li> <li>• Nutrition and healthy eating</li> </ul>
Variable label:	CSH8 provide families with health information
Dependence:	Depends on Q15_2-Q15_4
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q15_2=1 and Q15_3=1 and Q15_4=1 then CSH_SLIM8_v10=1; else if Q15_2=2 or Q15_3=2 or Q15_4=2 then CSH_SLIM8_v10=2;

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<b>PE_SLIM6</b>	
Numerator:	Respondents who answered A for all of Q11_1-Q11_12
Denominator:	Respondents who answered A for all of Q11_1-Q11_12 and who answered B for at least one of Q11_1-Q11_1
Summary text:	<p>Percentage of schools that teach about all of the following in a required course:</p> <ul style="list-style-type: none"> <li>• Physical, psychological, or social benefits of physical activity</li> <li>• Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)</li> <li>• Phases of a workout (i.e., warm-up, workout, cool down)</li> <li>• How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)</li> <li>• Developing an individualized physical activity plan</li> <li>• Monitoring progress toward reaching goals in an individualized physical activity plan</li> <li>• Overcoming barriers to physical activity</li> <li>• Decreasing sedentary activities such as television viewing</li> <li>• Opportunities for physical activity in the community</li> <li>• Preventing injury during physical activity</li> <li>• Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)</li> <li>• Dangers of using performance-enhancing drugs such as steroids</li> </ul>
Variable label:	PE6 taught PE topics
Dependence:	Depends on Q11_1-Q11_12
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<p>if Q11_1 = 1 and Q11_2 = 1 and Q11_3= 1 and Q11_4 = 1 and Q11_5 = 1 and Q11_6 = 1 and Q11_7 = 1 and Q11_8 = 1 and Q11_9 = 1 and Q11_10 = 1 and Q11_11 = 1 and Q11_12 = 1 then PE_SLIM6=1;</p> <p>else if Q11_1 = 2 or Q11_2 = 2 or Q11_3= 2 or Q11_4 = 2 or Q11_5 = 2 or Q11_6 = 2 or Q11_7 = 2 or Q11_8 = 2 or Q11_9 = 2 or Q11_10 = 2 or Q11_11 = 2 or Q11_12 = 2 then PE_SLIM6=2;</p>
<b>NUTR_SLIM4</b>	
Numerator:	Respondents who answered A for Q16_8
Denominator:	Respondents who answered A or B for Q16_8
Summary text:	Percentage of schools in which the lead health education teacher received professional development on nutrition education and dietary behavior during the past two years
Variable label:	NUTR4 professional development on nutrition
Dependence:	Depends on Q16_8
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<p>if Q16_8 = 1 then NUTR_SLIM4=1;</p> <p>else if Q16_8 = 2 then NUTR_SLIM4=2;</p>



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### NUTR\_SLIM5

Numerator:	Respondents who answered A for all of Q10_1-Q10_14
Denominator:	Respondents who answered A for all of Q10_1-Q10_14 and who answered B for at least one of Q10_1-Q10_14
Summary text:	<p>Percentage of schools that teach about all of the following in a required course:</p> <ul style="list-style-type: none"> <li>• Benefits of healthy eating</li> <li>• Food guidance using MyPyramid</li> <li>• Using food labels</li> <li>• Balancing food intake and physical activity</li> <li>• Eating more fruits, vegetables, and whole grain products</li> <li>• Choosing foods that are low in fat, saturated fat, and cholesterol</li> <li>• Using sugars in moderation</li> <li>• Using salt and sodium in moderation</li> <li>• Eating more calcium-rich foods</li> <li>• Food safety</li> <li>• Preparing healthy meals and snacks</li> <li>• Risks of unhealthy weight control practices</li> <li>• Accepting body size differences</li> <li>• Signs, symptoms, and treatment for eating disorders</li> </ul>
Variable label:	NUTR5 taught nutrition topics
Dependence:	Depends on Q10_1-Q10_14
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<p>if Q10_1 = 1 and Q10_2 = 1 and Q10_3 = 1 and Q10_4 = 1 and Q10_5 = 1 and Q10_6 = 1 and Q10_7 = 1 and Q10_8 = 1 and Q10_9 = 1 and Q10_10 = 1 and Q10_11 = 1 and Q10_12 = 1 and Q10_13 = 1 and Q10_14 = 1 then NUTR_SLIM5=1;</p> <p>else if Q10_1 = 2 or Q10_2 = 2 or Q10_3 = 2 or Q10_4 = 2 or Q10_5 = 2 or Q10_6 = 2 or Q10_7 = 2 or Q10_8 = 2 or Q10_9 = 2 or Q10_10 = 2 or Q10_11 = 2 or Q10_12 = 2 or Q10_13 = 2 or Q10_14 = 2 then NUTR_SLIM5=2;</p>

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TOB_SLIM3	
Numerator:	Respondents who answered A for all of Q8_1-Q8_15
Denominator:	Respondents who answered A for all of Q8_1-Q8_15 and who answered B for at least one of Q8_1-Q8_15
Summary text:	<p>Percentage of schools that teach about all of the following in a required course:</p> <ul style="list-style-type: none"> <li>• Identifying tobacco products and the harmful substances they contain</li> <li>• Identifying short and long-term health consequences of tobacco use</li> <li>• Identifying legal, social, economic, and cosmetic consequences of tobacco use.</li> <li>• Understanding the addictive nature of nicotine</li> <li>• Effects of tobacco use on athletic performance</li> <li>• Effects of second-hand smoke and benefits of a smoke-free environment</li> <li>• Understanding the social influences on tobacco use, including media, family, peers, and culture</li> <li>• Identifying reasons why students do and do not use tobacco</li> <li>• Making accurate assessments of how many peers use tobacco</li> <li>• Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)</li> <li>• Using goal-setting and decision-making skills related to not using tobacco</li> <li>• Finding valid information and services related to tobacco-use prevention and cessation</li> <li>• Supporting others who abstain from or want to quit using tobacco</li> <li>• Supporting school and community action to support a tobacco-free environment</li> <li>• Identifying harmful effects of tobacco use on fetal development</li> </ul>
Variable label:	TOB3 taught tobacco topics
Dependence:	Depends on Q8_1-Q8_15
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q8_1 = 1 and Q8_2 = 1 and Q8_3 = 1 and Q8_4 = 1 and Q8_5 = 1 and Q8_6 = 1 and Q8_7 = 1 and Q8_8 = 1 and Q8_9 = 1 and Q8_10 = 1 and Q8_11 = 1 and Q8_12 = 1 and Q8_13 = 1 and Q8_14 = 1 and Q8_15 = 1 then TOB_SLIM3=1; else if Q8_1 = 2 or Q8_2 = 2 or Q8_3 = 2 or Q8_4 = 2 or Q8_5 = 2 or Q8_6 = 2 or Q8_7 = 2 or Q8_8 = 2 or Q8_9 = 2 or Q8_10 = 2 or Q8_11 = 2 or Q8_12 = 2 or Q8_13 = 2 or Q8_14 = 2 or Q8_15 = 2 then TOB_SLIM3=2;
TOB_SLIM6	
Numerator:	Respondents who answered A for Q16_13
Denominator:	Respondents who answered A or B for Q16_13
Summary text:	The percentage of schools in which the lead health education teacher received professional development on tobacco-use prevention education during the past two years
Variable label:	TOB6 professional development on tobacco
Dependence:	Depends on Q16_13
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q16_13 = 1 then TOB_SLIM6=1; else if Q16_13 = 2 then TOB_SLIM6=2;

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ASTHMA_SLIM11	
Numerator:	Respondents who answered A for Q15_5
Denominator:	Respondents who answered A or B for Q15_5
Summary text:	Percentage of schools that provide parents and families of students with asthma information to increase their knowledge about asthma management
Variable label:	ASTHMA11 provide families asthma information
Dependence:	Depends on Q15_5
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q15_5 = 1 then ASTHMA_SLIM11=1; else if Q15_5 = 2 then ASTHMA_SLIM11=2;
Q1N	
Numerator:	Respondents who answered C, D, or E for Q1
Denominator:	Respondents who answered A, B, C, D, or E for Q1
Summary text:	Percentage of schools that require students to take two or more health education courses
Variable label:	Require 2+ health education courses
Dependence:	Depends on Q1
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q1 in (3, 4, 5) then Q1N=1; else if Q1 in (1, 2) then Q1N=2;
Q8N	
Summary text:	Percentage of schools that taught all 15 tobacco-use prevention topics
Variable label:	Taught all 15 tobacco topics
See TOB_SLIM 3.	

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Q9N\_1

Numerator:	Respondents who answered A for all of Q9_1_1- 9_1_17
Denominator:	Respondents who answered A for all of Q9_1_1-Q9_1_17 and who answered B for at least one of Q9_1_1-Q9_1_17
Summary text:	Percentage of schools that taught all 17 HIV, STD, and pregnancy prevention topics in any of grades 6, 7, or 8
Variable label:	Taught all 17 HIV, STD, and pregnancy prevention topics in any of grades 6, 7, or 8
Dependence:	Depends on Q9_1_1-Q9_1_17
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<pre> CQ9_1_N= CATS(of Q9_1_1-Q9_1_17 ); if index(CQ9_1_N,"2") then cnt9_2=1; if index(CQ9_1_N,"3") then cnt9_3=1; if (F_GRDLVL2 = 1 and F_higrade &lt;= 9 and (Q9_1_1 = 1 and Q9_1_2 = 1 and Q9_1_3 = 1 and Q9_1_4 = 1 and Q9_1_5 = 1 and Q9_1_6 = 1 and Q9_1_7 = 1 and Q9_1_8 = 1 and Q9_1_9 = 1 and Q9_1_10 = 1 and Q9_1_11 = 1 and Q9_1_12 = 1 and Q9_1_13 = 1 and Q9_1_14 = 1 and Q9_1_15 = 1 and Q9_1_16 = 1 and Q9_1_17 = 1)) or (F_GRDLVL2 = 2 and (Q9_1_1 = 1 and Q9_1_2 = 1 and Q9_1_3 = 1 and Q9_1_4 = 1 and Q9_1_5 = 1 and Q9_1_6 = 1 and Q9_1_7 = 1 and Q9_1_8 = 1 and Q9_1_9 = 1 and Q9_1_10 = 1 and Q9_1_11 = 1 and Q9_1_12 = 1 and Q9_1_13 = 1 and Q9_1_14 = 1 and Q9_1_15 = 1 and Q9_1_16 = 1 and Q9_1_17 = 1)) then Q9N_1 = 1; else if (F_GRDLVL2 = 1 and (F_higrade &lt;= 9 and cnt9_2=1 and cnt9_3^=1 )) or (F_GRDLVL2 = 2 and (cnt9_2=1) and (cnt9_3^=1)) then Q9N_1 = 2; else Q9N_1 = .; </pre>

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Q9N_2	
Numerator:	Respondents who answered A for all of Q9_2_1- 9_2_17
Denominator:	Respondents who answered A for all of Q9_2_1-Q9_2_17 and who answered B for at least one of Q9_2_1-Q9_2_17
Summary text:	Percentage of schools that taught all 17 HIV, STD, and pregnancy prevention topics in any of grades 9, 10, 11, or 12
Variable label:	Taught all 17 HIV, STD, and pregnancy prevention topics in any of grades 9, 10, 11, or 12
Dependence:	Depends on Q9_2_1-Q9_2_17
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<pre> CQ9_2_N= CATS(of Q9_2_1-Q9_2_17 ); if index(CQ9_2_N,"2") then cnt10_2=1; if index(CQ9_2_N,"3") then cnt10_3=1; if (F_GRDLVL2 = 1 and F_higrade = 9 and (Q9_2_1 = 1 and Q9_2_2 = 1 and Q9_2_3 = 1 and Q9_2_4 = 1 and Q9_2_5 = 1 and Q9_2_6 = 1 and Q9_2_7 = 1 and Q9_2_8 = 1 and Q9_2_9 = 1 and Q9_2_10 = 1 and Q9_2_11 = 1 and Q9_2_12 = 1 and Q9_2_13 = 1 and Q9_2_14 = 1 and Q9_2_15 = 1 and Q9_2_16 = 1 and Q9_2_17 = 1)) or ((F_GRDLVL2 = 2 or F_GRDLVL2 = 3) and (Q9_2_1 = 1 and Q9_2_2 = 1 and Q9_2_3 = 1 and Q9_2_4 = 1 and Q9_2_5 = 1 and Q9_2_6 = 1 and Q9_2_7 = 1 and Q9_2_8 = 1 and Q9_2_9 = 1 and Q9_2_10 = 1 and Q9_2_11 = 1 and Q9_2_12 = 1 and Q9_2_13 = 1 and Q9_2_14 = 1 and Q9_2_15 = 1 and Q9_2_16 = 1 and Q9_2_17 = 1))     then Q9N_2 = 1; else if (F_GRDLVL2 = 1 and F_higrade = 9 and (cnt10_2=1 and cnt10_3^=1)) or ((F_GRDLVL2 = 2 or F_GRDLVL2 = 3) and (cnt10_2=1 and cnt10_3^=1 ))     then Q9N_2 = 2; else Q9N_2 = .; </pre>
Q10N	
Summary text:	Percentage of schools that taught all 14 nutrition and dietary behavior topics
Variable label:	Taught all 14 nutrition topics
See NUTR_SLIM 5.	
Q11N	
Summary text:	Percentage of schools that taught all 12 physical activity topics
Variable label:	Taught all 12 physical activity topics
See PE_SLIM 6.	

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### 5. HIV SLIM 4 and HIV SLIM 10

Supplemental variables HIV\_SLIM4 and HIV\_SLIM10 are derived from the principal and teacher questions. Schools with either a participating principal or a participating teacher or both are counted as respondents and included in the calculation of these supplemental variables. Using this counting rule, a response rate is calculated for determining whether HIV\_SLIM4 and HIV\_SLIM10 are weighted. If the response rate is at least 70%, weighted estimates of HIV\_SLIM4 and HIV\_SLIM10 are produced. The following table presents the numerator and the denominator for calculating the supplemental dichotomous variables.

HIV_SLIM4	
Numerator:	Respondents who answered A to all of teacher Q12_1-Q12_4 and principal Q7_1
Denominator:	Respondents who answered A to all of teacher Q12_1-Q12_4 and principal Q7_1 and who answered B to at least one of teacher Q12_1-Q12_4 and principal Q7_1
Summary text:	<p>Percentage of schools that deliver HIV, STD, or pregnancy prevention programs (including after school or supplemental programs) that meet the needs of ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth) by doing all of the following:</p> <ul style="list-style-type: none"> <li>• Providing curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities</li> <li>• Providing curricula or supplementary materials in the primary languages of the youth and families</li> <li>• Facilitating access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community</li> <li>• Facilitating access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community</li> <li>• Requiring professional development for school staff on HIV, STD, and pregnancy prevention issues and resources for these youth</li> </ul>
Variable label:	HIV4 HIV, STD, or pregnancy prevention programs for minority youth
Dependence:	Depends on teacher Q12_1-Q12_4 and principal Q7_1
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q12_1 = 1 and Q12_2 = 1 and Q12_3 = 1 and Q12_4 = 1 and Q7_1 = 1 then HIV_SLIM4=1; else if Q12_1 = 2 or Q12_2 = 2 or Q12_3 = 2 or Q12_4 = 2 or Q7_1 = 2 then HIV_SLIM4=2;

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HIV_SLIM10	
Numerator:	Respondents who answered A to all of principal Q9_1-Q9_5 and teacher Q13
Denominator:	Respondents who answered A to all of principal Q9_1-Q9_5 and teacher Q13 and who answered B to at least one of principal Q9_1-Q9_5 and teacher Q13
Summary text:	<p>Percentage of schools that implement HIV, other STD, and pregnancy prevention strategies that meet the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth by doing all of the following:</p> <ul style="list-style-type: none"> <li>• Providing curricula or supplementary materials that include HIV, other STD, or pregnancy prevention information that is relevant to LGBTQ youth (e.g., curricula or materials that use inclusive language or terminology)</li> <li>• Identifying “safe spaces” such as a counselor’s office, designated classroom, or student organization where LGBTQ youth can receive support from administrators, teachers, or other school staff</li> <li>• Prohibiting harassment based on a student’s perceived or actual sexual orientation or gender identity</li> <li>• Facilitating access to providers not on school property who have experience providing health services, including HIV/STD testing and counseling, to LGBTQ youth</li> <li>• Facilitating access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth</li> <li>• Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity</li> </ul>
Variable label:	HIV10 HIV, STD, and pregnancy prevention program for LGBTQ youth
Dependence:	Depends on principal Q9_1-Q9_5 and teacher Q13
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	<pre>if Q9_1 = 1 and Q9_2 = 1 and Q9_3 = 1 and Q9_4 = 1 and Q9_5 = 1 and Q13_1 = 1   then HIV_SLIM10=1; else if Q9_1 = 2 or Q9_2 = 2 or Q9_3 = 2 or Q9_4 = 2 or Q9_5 = 2 or Q13_1 = 2   then HIV_SLIM10=2;</pre>

### **III. Analysis Software Technical Notes**

#### **1. Software Requirements and Sample Packages**

Profiles uses a systematic equal probability sample design. Statistical software used to analyze Profiles data should account for this design. Although the point estimates will always match, there will be small differences in the confidence intervals as different methods for calculating standard errors are used. Many packages with this capability for calculating standard errors are available (SUDAAN, SAS, STATA, SPSS, and Epi Info).

For Profiles, a finite population correction factor (*fpc*) is applied to the standard error of the proportion. The *fpc* accounts for sampling from a finite population without replacement. The large sample statistical theory and the standard errors of the percentage are based on the assumption that the samples are selected with replacement. However, in practice, samples are selected without replacement from populations that are of a finite size. When using the statistical packages mentioned above, special programming is required to incorporate the *fpc* into the calculation of asymmetric confidence intervals. A sample SAS program for computing 95% asymmetric confidence intervals with *fpc* adjustment is provided in Section 3.

#### **2. How to Use the SAS Format Library**

The SAS format library contains the formats used to make SAS output more readable. Formats are linked to the data so that results are displayed as words (“Yes” or “No”, for instance) instead of numbers (1 or 2). The SAS Profiles data file is designed to use its companion format library. You should download both the data file and the format library if you want to use SAS to analyze Profiles data.

The following example SAS program shows how to use the format library. It assumes that both the data file and the format library have been downloaded to “c:\data”. The libname statement indicates where the data file and the format library are located

```
libname mydata “c:\data”; /* tells SAS where the data are */
options fmtsearch=(mydata.xx2010_formats); /* tells SAS where the formats are (xx is the site
code as it appears on the file name on the CD ROM) */
proc freq data=mydata.xxt2010;
tables q1;
run;
```

Using the format library is recommended but technically is optional. If you do not want to use the format library, include the following statement at the start of your SAS program:

```
options nofmterr; /* tells SAS not to look for formats */
```



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Please note that each year of Profiles data has its own format library. Format libraries are not the same across years of data.

For further information on using format libraries, please consult your SAS documentation.

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### 3. Example SAS and SAS-callable SUDAAN Program

#### *a. Principal Program*

The following SAS program can be found on the CD-ROM under the Data Files page and Sample SAS Code heading. The name of the file is "Example 2010 Principal Program.sas."

\* Assign the locations for the SAS data and format library (xx is the site code as it appears on the file name on the CD ROM);

```
libname pdata "c:\data\profiles2010";
options fmtsearch=(pdata.xx2010_formats) nofmterr;
```

\* Create a temporary dataset from the principal SAS data set on the CD ROM retaining only records that have principal analysis weights greater than zero (xx is the site code as it appears on the file name on the CD ROM);

```
data principal;
  set pdata.xxp2010;
  if finalwt > 0;
run;
```

\* Sort the data by stratum – this is a SUDAAN requirement;

```
proc sort data=principal;
  by psstrat;
run;
```

\* Run the SUDAAN descript procedure for computing percent estimates and standard errors for Q1 and Q4 by grade level. Save SUDAAN output to a data set for use in subsequent processing steps;

```
proc descript data=principal filetype=sas design=strwr atlevel1=1 ;
weight finalwt;
nest psstrat;
subgroup f_grdlvl2;
levels 3;
var q1_1 q1_2 q1_3 q1_4 q1_5
    q4 q4
    ;
catlevel
/* q1 */ 1 1 1 1 1
/* q4 */ 1 2
    ;
setenv colspce=2 rowwidth=13 colwidth=17
leftmgn=17;
output nsum wsum percent sepercent /filename=pdata.xx2010_principal_estimate filetype=sas
tablecell=default replace;
title "2010 school health profiles – principal survey";
print nsum wsum percent sepercent atlev1 /wsumfmt=f8.2 percentfmt=f8.4 sepercentfmt=f8.5;
run;
```

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**\* Compute asymmetric 95% confidence intervals for principal percent estimates with finite population correction;**

\* Extract finite population correction factor (ps\_fpc) from the principal SAS dataset on the CD ROM;

```
proc sort data= pdata.xxp2010 out=ps_fpc nodupkey;
  by ps_fpc ;
run;
```

\* Run Proc Means for computing the number of participating principals (nobs\_p) and the number of unique strata in the principal dataset (npsstrat) - these variables are used for calculating the degrees of freedom (df\_p);

```
proc means data= pdata.xxp2010;
var psstrat;
output out=out_p n=nobs_p max=npsstrat;
run;
```

\* Create a dataset that contains ps\_fpc, nobs\_p, npsstrat, percent, sepercent;

```
data pdata.xx2010_allvar;
  if _n_ = 1 then set ps_fpc;
  if _n_ = 1 then set out_p (DROP=_TYPE_ _FREQ_);
  set pdata.xx2010_principal_estimate;
  format _all_;
run;
```

\* Compute 95% asymmetric confidence intervals with *fpc* adjustment;

```
data pdata.principal_ci;
  set pdata.xx2010_allvar;

  se_s1=sepercent;
  wpct_s= percent/100;
  se_s2 = se_s1*(sqrt(ps_fpc));

  if 0 < wpct_s < 1 then do;
    wpct_s_2 = 1 - wpct_s;
    ln_p = log(wpct_s)-log(wpct_s_2);
    if wpct_s=0 or wpct_s_2 = 0 then se_p=0;
    else se_p = (se_s2/100)/(wpct_s*(wpct_s_2));
    df_p = nobs_p - npsstrat;
    lf = ln_p-(tinv(0.975,df_p))*se_p;
    uf = ln_p + (tinv(0.975,df_p))*se_p;
    lower = 100*(exp(lf)/(1+exp(lf)));
    upper = 100*(exp(uf)/(1+exp(uf)));
  end;
  else do;
    lower = . ;
    upper = . ;
  end;
```

\* Create VAR\_NAME to map the actual variable name to SUDAAN variable identifier;

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```
length var_name $12 ;
if variable = 1 then var_name = 'q1_1';
if variable = 2 then var_name = 'q1_2';
if variable = 3 then var_name = 'q1_3';
if variable = 4 then var_name = 'q1_4';
if variable = 5 then var_name = 'q1_5';
if variable = 6 then var_name = 'q4';
if variable = 7 then var_name = 'q4';

label
  ps_fpc = "principal finite population correction factor"
  nobs_p = "number of participating principals"
  npsstrat = "number of unique strata in the principal dataset"
  procnum = "sudaan output variable: procedure number"
  tableno = "sudaan output variable: table number"
  variable = "sudaan output variable: variable"
  _c1 = "sudaan output variable: codes for categorical variable f_grdlvl2"
  nsum = "sudaan output variable: sample size"
  wsum = "sudaan output variable: weighted size"
  percent = "sudaan output variable: percent"
  sepercent = "sudaan output variable: se percent"
  total = "sudaan output variable: total"
  lowtotal = "sudaan output variable: lower 95% limit total"
  uptotal = "sudaan output variable: upper 95% limit total"
  lowpct = "sudaan output variable: lower 95% limit percent"
  uppct = "sudaan output variable: upper 95% limit percent"
  atlev1 = "sudaan output variable: count at level 1"
  se_s1 = "same as sepercent from sudaan"
  wpct_s = "proportion: percent from sudaan divided by 100"
  se_s2 = "standard error of weighted percent with finite population correction"
  wpct_s_2 = "1 minus wpct_s"
  ln_p = "logit transformation of proportion"
  se_p = "standard error of logit-transformed proportion"
  df_p = "degrees of freedom in the principal dataset"
  lf = "lower bound of 95% asymmetric confidence interval in logit scale"
  uf = "upper bound of 95% asymmetric confidence interval in logit scale"
  lower = "lower bound of 95% asymmetric confidence interval"
  upper = "upper bound of 95% asymmetric confidence interval"
  var_name = "variable name"
;
run;

* print the final results;
proc print data=pdata.principal_ci;
var var_name variable f_grdlvl2 f_higrade f_lowgrade finalwt psstrat psunit ps_fpc nobs_p npsstrat nsum
wsum percent sepercent total lowtotal uptotal lowpct uppct se_s1 wpct_s se_s2 wpct_s_2 ln_p se_p df_p lf uf
lower upper
;
run;
```

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### *b. Teacher Program*

The following SAS program can be found on the CD-ROM under the Data Files page and Sample SAS Code heading. The name of the file is "Example 2010 Teacher Program.sas."

\* Assign the locations for the SAS data and format library (xx is the site code as it appears on the file name on the CD ROM);

```
libname tdata "c:\data\profiles2010";
options fmtsearch=(tdata.xx2010_formats) nofmtterr;
```

\* Create a temporary dataset from the teacher SAS data set on the CD ROM retaining only records that have teacher analysis weights greater than zero (xx is the site code as it appears on the file name on the CD ROM);

```
data teacher;
  set tdata.xxt2010;
  if finalwt > 0;
run;
```

\* Sort the data by stratum – this is a SUDAAN requirement;

```
proc sort data=teacher;
  by tsstrat;
run;
```

\* Run the SUDAAN descript procedure for computing percent estimates and standard errors for Q1 and Q2 by grade level. Save SUDAAN output to a data set for use in subsequent processing steps;

```
proc descript data=teacher filetype=sas design=strwr atlevel1=1 ;
weight finalwt;
nest tsstrat;
subgroup f_grdlvl2;
levels 3;
var q1 q1 q1 q1 q1
    q2_1 q2_2 q2_3 q2_4 q2_5 q2_6 q2_7
    ;
catlevel
/* q1 */ 1 2 3 4 5
/* q2 */ 1 1 1 1 1 1
    ;
setenv colspce=2 rowwidth=13 colwidth=17
leftmgn=17;
output nsum wsum percent sepercent /filename=tdata.xx2010_teacher_estimate filetype=sas tablecell=default
replace;
title "2010 school health profiles – teacher survey";
print nsum wsum percent sepercent atlev1 /wsumfmt=f8.2 percentfmt=f8.4 sepercentfmt=f8.5;
run;
```

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**\* Compute asymmetric 95% confidence intervals for teacher percent estimates with finite population correction;**

\* Extract finite population correction factor (ts\_fpc) from the teacher SAS dataset on the CD ROM;

```
proc sort data= tdata.xxt2010 out=ts_fpc nodupkey;
  by ts_fpc ;
run;
```

\* Run Proc Means for computing the number of participating teachers (nobs\_t) and the number of unique strata in the teacher dataset (ntsstrat) - these variables are used for calculating the degrees of freedom (df\_t);

```
proc means data= tdata.xxt2010;
var tsstrat;
output out=out_t n=nobs_t max=ntsstrat;
run;
```

\* Create a dataset that contains ts\_fpc, nobs\_t, ntsstrat, percent, sepercent;

```
data tdata.xx2010_allvar;
  if _n_ = 1 then set ts_fpc;
  if _n_ = 1 then set out_t (DROP=_TYPE_ _FREQ_);
  set tdata.xx2010_teacher_estimate;
  format _all_;
run;
```

\* Compute 95% asymmetric confidence intervals with *fpc* adjustment;

```
data tdata.teacher_ci;
  set tdata.xx2010_allvar;

  se_s1=sepercent;
  wpct_s= percent/100;
  se_s2 = se_s1*(sqrt(ts_fpc));

  if 0 < wpct_s < 1 then do;
    wpct_s_2 = 1 - wpct_s;
    ln_t = log(wpct_s)-log(wpct_s_2);
    if wpct_s=0 or wpct_s_2 = 0 then se_t=0;
    else se_t = (se_s2/100)/(wpct_s*(wpct_s_2));
    df_t = nobs_t - ntsstrat;
    lf = ln_t-(tinv(0.975,df_t))*se_t;
    uf = ln_t + (tinv(0.975,df_t))*se_t;
    lower = 100*(exp(lf)/(1+exp(lf)));
    upper = 100*(exp(uf)/(1+exp(uf)));
  end;
  else do;
    lower = . ;
    upper = . ;
  end;
```

\* Create VAR\_NAME to map the actual variable name to SUDAAN variable identifier;

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```
length var_name $12 ;
if variable = 1 then var_name = 'q1';
if variable = 2 then var_name = 'q1';
if variable = 3 then var_name = 'q1';
if variable = 4 then var_name = 'q1';
if variable = 5 then var_name = 'q1';
if variable = 6 then var_name = 'q2_1';
if variable = 7 then var_name = 'q2_2';
if variable = 8 then var_name = 'q2_3';
if variable = 9 then var_name = 'q2_4';
if variable = 10 then var_name = 'q2_5';
if variable = 11 then var_name = 'q2_6';
if variable = 12 then var_name = 'q2_7';

label
  ts_fpc = "teacher finite population correction factor"
  nob_s_t = "number of participating teachers"
  ntsstrat = "number of unique strata in the teacher dataset"
  procnum = "sudaan output variable: procedure number"
  tableno = "sudaan output variable: table number"
  variable = "sudaan output variable: variable"
  _c1 = "sudaan output variable: codes for categorical variable f_grdlvl2"
  nsum = "sudaan output variable: sample size"
  wsum = "sudaan output variable: weighted size"
  percent = "sudaan output variable: percent"
  sepercent = "sudaan output variable: se percent"
  total = "sudaan output variable: total"
  lowtotal = "sudaan output variable: lower 95% limit total"
  uptotal = "sudaan output variable: upper 95% limit total"
  lowpct = "sudaan output variable: lower 95% limit percent"
  uppct = "sudaan output variable: upper 95% limit percent"
  atlev1 = "sudaan output variable: count at level 1"
  se_s1 = "same as sepercent from sudaan"
  wpct_s = "proportion: percent from sudaan divided by 100"
  se_s2 = "standard error of weighted percent with finite population correction"
  wpct_s_2 = "1 minus wpct_s"
  ln_t = "logit transformation of proportion"
  se_t = "standard error of logit-transformed proportion"
  df_t = "degrees of freedom in the teacher dataset"
  lf = "lower bound of 95% asymmetric confidence interval in logit scale"
  uf = "upper bound of 95% asymmetric confidence interval in logit scale"
  lower = "lower bound of 95% asymmetric confidence interval"
  upper = "upper bound of 95% asymmetric confidence interval"
  var_name = "variable name"
;
run;

* print the final results;
proc print data=tdata.teacher_ci;
var var_name variable f_grdlvl2 f_higrade f_lowgrade finalwt tsstrat tsunit ts_fpc nob_s_t ntsstrat nsum wsum
percent sepercent total lowtotal uptotal lowpct uppct se_s1 wpct_s se_s2 wpct_s_2 ln_t se_t df_t lf uf lower
upper
;
run;
```